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Kansas Course of Study


for

**Schools in Cities of the Third Class
and others having nine-
months terms.**

*Authorized by the
State Board of Education.*



September, 1907.



KANSAS

COURSE OF STUDY

FOR SCHOOLS IN CITIES OF THE THIRD CLASS,
AND OTHERS HAVING NINE-MONTHS TERMS.

*AUTHORIZED BY THE
STATE BOARD OF EDUCATION.*



STATE PRINTING OFFICE,
TOPEKA, 1907.

NOTE.

To the Principals and Teachers of Kansas:

The legislature of 1905 empowered the State Board of Education to prescribe a course of study for the normal institutes and for the public schools of the state, and made it their duty to revise the same when the interests of the schools require it. (See Session Laws of 1905, chapter 387.)

In pursuance of said law, the State Board of Education submits this Course of Study to the principals and teachers of schools in cities of the third class and such other schools as have a nine-months term each year and can complete the common-school work in eight years.

In approving the course for common schools previously published, we felt that it did not meet the requirements of the city and village schools, and that probably no course could be made that would meet such demands; hence this course.

We feel that it is by no means perfect, but hope it will meet with friendly and helpful criticism. We trust you will use it faithfully, and discard its suggestions only when you are confident that you have a better way.

This revision has been made necessary by the new adoption of state text-books.

STATE BOARD OF EDUCATION.

September, 1907.

COMMITTEE ON COURSE OF STUDY.

E. T. FAIRCHILD, *Chairman*, State Supt. Public Instr.

Supt. W. S. HEUSNER.

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READING.

FIRST YEAR.

TEXT.—Wooster Primer.

The method of teaching reading for the first three years is known as the "Rational Method in Reading," by E. G. Ward. If a copy of the Manual for this method is not in the hands of the teacher, it may be ordered of Silver, Burdett & Co., Chicago.

The first step toward success is for the teacher to make herself thoroughly familiar with the terms and explanations on pages 1 to 8 of the Manual. Although the Ward method of presentation is followed, the list of sight-words is compiled from the Wooster Primer.

The order in which phonograms are presented is also changed to meet the needs of the text-books in use.

Arrange phonogram cards in the following order:

Set I.—f, l, m, n, r, s, ā, ē, ī, ō, ū, ing, ings, ight, ights, ǽ, e, h, b, tr, est, ess, ă, d, t, s, ck, k.

Set II.—p, y, er, ers, sh, w, ǒ, ŭ, ĭ, ĳ, ip, ick, ch, pl, pr, bl, br, ou, ow, v, ġ, th, ă, gr, ed, cr.

Set III.—ā, ġ, y, ô, o, ç, êir, âir, âre, êar, ǒǒ, o, ă, û, u, îr, o, u, x, e, wh, q, qr, z, n, ĭ, çh.

FIRST MONTH. Teach the following words as sight-words: See, I, you, a boy, me, can, a bird, a nest, the, an egg.

Develop words by means of objects. As soon as the word is clear in the mind of the child, place the word in script on the board. The written word should bring up the idea in the child's mind vividly and clearly. As soon

as two or three words are easily recognized, combine in as many different simple sentences as possible. After three words have been taught, it is well to write each word in large medial script on a card 6 by 9 inches in size. If you can secure the use of a rubber printing outfit, print the word on the reverse side of the card. As soon as a new word is taught, add the card to the initial stock, and thus form your list of sight-words for quick drill.

Teach the phonograms f, l, ā, and t.

Take up three lines of work each day :

1. Drill on sight-words.
2. Drill on phonograms.
3. The ear-training.

For full explanation of these three lines of work, consult the Manual, pages 4, 5, 6, 7.

Let your aim be, to have each pupil able to recognize every word assigned, no matter where found. Too much sight drill cannot be given. The separate words must be learned before they can be recognized in combinations with other words. Suggestion : Use the articles "a" and "the" with each noun ; as, "a dog," "the dog."

SECOND MONTH. Teach the following words as sight-words : run, do, drum, play, good, have, he, dog, box, flag.

Phonograms n, r, ē, i.

Continue three lines of work daily :

1. Sight-reading.
2. Drill on phonograms.
3. Ear-training.

Follow closely instructions given in Ward Manual, pages 5, 6, 7. The three lines of work are fully canvassed on these pages. Read and reread.

There are two phases of sight-reading :

1. Recognition of words only—the aim being to recognize words without their relation to other words.
2. The combining of these known words into simple sentences.

Present the new word before the word drill is given, then add to list of known words.

THIRD MONTH. Teach will, good, does, red, tell, they, are, water, to, box, fruit, some, us.

Phonograms s, o, t, ing, ings.

Continue daily three lines of work :

1. Sight-reading.
2. Drill on phonograms.
3. Ear-training.

See Manual, pages 5, 6, 7.

In sight-reading, do not omit the daily drill on *all* the words learned, in addition to using them in sentences.

A set of boxes (one for each child) containing all the words taught will prove an aid for seat-work. Each new word as presented should be written in large medial script on cardboard, and added to those in box.

The words may be arranged on desk in the order in which they are on the board or chart; or the child may arrange on his desk only the words he can name quickly; or he may copy easy sentences from board, and these may be used as reading or writing lessons.

All words commonly used in beginning of sentences should be written on one side of card, with capital letter.

Many other uses for these words will suggest themselves to the teacher.

There should be at least three sets of words in each box, and, from four to six of the most common words, as: the, an, is, etc.

One of the first things a child wants to write is his own name. A good plan is to give each child a card on which is written, in large medial script, his given name. This can be kept in the tablet and is always ready for use. Size of tablet, 9 by 12 inches.

FOURTH MONTH. Begin Wooster Primer; go to page 46. Teach the following words as sight-words: and, little,

eat, book, come, here, is, not, old, tree, where, girl, go, with, green.

Phonograms: k, e, d, ight, ights.

At close of fourth month, this class should know the following words:

see	will	he	a dog
you	good	box	and
I	does	fruit	little
a boy	red	some	eat
me	tell	us	a book
can	they	run	come
a bird	are	do	here
a nest	water	a drum	is
the	flag	play	not
an egg	to	have	the girl
old	a tree	where	green
go	with	did	

Be sure that these words are thoroughly learned before attempting to do more. It is believed that as much has been assigned as the average child can well learn, and as much as the average teacher can do thoroughly. Continue the sight drill both from the cards and from the list on the board. Success with the Primer depends on the thoroughness of the preparatory work.

Review the following phonograms: f, l, m, n, r, s, ā, ē, ī, ō, t, ing, ings, k, e, d, ight, ights.

Continue daily the three lines of work as given in previous months.

Order of presenting a word:

1. By means of objects, teach the idea.
2. Secure the oral expression of the idea.
3. Make the crayon say it.

An essential element of good reading is the quick recognition of words. This comes only through experience. Hence, good reading depends upon the amount of reading

matter, within the child's vocabulary, that the teacher presents.

Insist upon the correct expression of every sentence.

Let us understand that *phonic word-drill* should be emphasized during the first year; during the second and third years the phonic drill should be emphasized.

FIFTH MONTH. Pages 46 to 72.

Keep up a continuous review during this and the following months. Teach the phonograms as they occur in words in the reading lessons.

SIXTH MONTH. Pages 72 to end.

SEVENTH MONTH. First Reader to page 17.

The phonograms of Set I should be recognized at sight in either script or print. The success of the second year's work depends largely on the facility in use of phonograms in blend drill. Study carefully pages 8 and 9 in Ward Manual. Teach the phonograms from Set II that occur in these lessons. Have all words thoroughly mastered from blackboard before attempting to read a lesson.

Do not let any child try to read until he can give the whole sentence.

As each new phonogram is taken up, use the blend drill corresponding to it as found in Manual.

Study pages 12 and 13 in Manual for suggestions on this stage of reading.

Keep list of all words given in the lessons and use for daily review.

When a new phonic sound is presented, follow it with the blend drill for that sound. In selecting words for a blend drill on a new sound, be sure to eliminate all words containing phonograms that are not familiar to the child. Study carefully pages 10 and 11 of the Manual. Many teachers find it better to have the readers kept at the teacher's desk, and only placed in the hands of the chil-

dren during the recitation. This insures sight-reading and keeps the material fresh for the lesson. Care should be taken in this connection that children do not learn lessons "by heart" and read from the picture. This is one of the pitfalls of the sentence method.

Give daily drills on Set I of phonograms. Teach the phonograms: p, w, y, er, ers, Set II.

EIGHTH MONTH. Pages 17 to 34.

NINTH MONTH. Pages 34 to 52.

SECOND YEAR.

TEXTS.—Silver, Burdett & Co.'s First Reader and Second Reader.

FIRST MONTH. First Reader, pages 52 to 74.

During this month, review carefully all words taught last year. Spend much time in reviewing the phonograms and lists given for blend drill. Use your sight-cards for this review, aiming at quick recognition of all words. Use, also, chart of sight-words which you made last year. Use the words in simple sentences and stories from the black-board. The lesson may be concealed by a curtain until class-time.

SECOND MONTH. First Reader, pages 74 to 94.

Give more written work this month, and correct all errors in spelling, punctuation, and the use of capitals.

THIRD MONTH. First Reader, pages 94 to 129.

FOURTH MONTH. Second Reader, to page 25.

Read the preface and note to teachers in the first part of the text, and become familiar with the author's plan and purpose. Drill on the pronunciation of words and spelling. Use the written exercises.

FIFTH MONTH. Second Reader, pages 25 to 44.

Pay especial attention that the pupil understands what he reads. The thought of some of the lessons should be written; the thought of nearly all should be given orally.

SIXTH MONTH. Second Reader, pages 44 to 64.

SEVENTH MONTH. Second Reader, pages 64 to 82.

EIGHTH MONTH. Second Reader, pages 82 to 102.

NINTH MONTH. Second Reader, read the equivalent of twenty pages selected from pages 102 to 167.

See that the pupil gets the thought. Do not neglect the spelling. Spell with every lesson. Strive for expression; but remember, correct thought tends to correct expression. Expression without the thought is mechanical and meaningless. If the class can complete this book in less time than suggested, it is a good plan to take up a new book of the same grade.

THIRD YEAR.

TEXT.—Silver, Burdett & Co.'s Third Reader.

FIRST MONTH. Third Reader, pages 1 to 36.

Give thorough drill on reading. Use the material for language work, and emphasize spelling and the marking of letters.

SECOND MONTH. Third Reader, pages 36 to 60.

Make each reading exercise a drill in thought getting and expression.

THIRD MONTH. Third Reader, pages 60 to 89.

Follow suggestions for first and second months.

FOURTH MONTH. Third Reader, pages 89 to 116.

FIFTH MONTH. Third Reader, pages 116 to 145.

SIXTH MONTH. Third Reader, pages 145 to 175.
Give frequent drills in pronunciation.

SEVENTH MONTH. Third Reader, pages 175 to 207.
Follow suggestions for preceding months.

EIGHTH MONTH. Third Reader, pages 207 to 232.

NINTH MONTH. Third Reader, review.

FOURTH YEAR.

Let the poor reader read daily.

Should the class be poor readers, get another Third Reader and complete it before taking up the Fourth Reader. This book should be finished in three months, then follow the outline for Fourth Reader. Crane's Readers are good. (Crane & Co., Topeka, Kan.) "Lights to Literature" is very fine. (Rand, McNally & Co., Chicago.)

TEXT.—Silver, Burdett & Co.'s Fourth Reader.

Never lose sight of the essential—the getting of the thought. It is the goal of study and instruction. Attain this and the oral expression will take care of itself—will be natural, not artificial and mechanical. Follow the course. Do not attempt more work than has been assigned.

Give close attention to correct position of body and book. Require pupils to stand on both feet, book in left hand, convenient for the eyes but not obstructing the voice.

FIRST MONTH. Fourth Reader, pages 1 to 37.

SECOND MONTH. Fourth Reader, pages 37 to 69.

THIRD MONTH. Fourth Reader, pages 69 to 98.

FOURTH MONTH. Fourth Reader, pages 98 to 120.

FIFTH MONTH. Fourth Reader, pages 120 to 148.

SIXTH MONTH. Fourth Reader, pages 148 to 173.

SEVENTH MONTH. Fourth Reader, pages 173 to 197.

EIGHTH MONTH. Fourth Reader, pages 197 to 216.

NINTH MONTH. Fourth Reader, review and read from the following: Black Beauty, Rab and His Friends, Andersen's Fairy Tales, Grimm's Fairy Tales.

The work in the Fourth and Fifth Readers may be made of vastly more interest to the pupils if a lively study of the author of the given selection is made. Collect pictures of authors, their homes and surroundings, and any others that may add interest to the selections. It is suggested that the recitation period be made a study-recitation period; the teacher and pupils working together develop the lesson which is to be recited the following day.

FIFTH YEAR.

TEXTS.—Silver, Burdett & Co.'s Fourth Reader and Fifth Reader.

FIRST MONTH. Fourth Reader, pages 216 to 234.

SECOND MONTH. Fourth Reader, pages 234 to 256.

THIRD MONTH. Fourth Reader, pages 256 to 280.

FOURTH MONTH. Fourth Reader, review selections from entire text.

FIFTH MONTH. Fifth Reader, pages 1 to 23.

SIXTH MONTH. Fifth Reader, pages 23 to 43.

SEVENTH MONTH. Fifth Reader, pages 43 to 64.

EIGHTH MONTH. Fifth Reader, pages 64 to 84.

NINTH MONTH. Fifth Reader, review.

If the assignments are too heavy for the capacity of the reading class, the entire fifth year may be taken to complete the Fourth Reader, supplementing the work by the reading of selections from some other series of readers. Then the work in the Fifth Reader may be begun at the opening of the sixth year and continued as assigned by months.

As many of the selections in the Fifth Reader are difficult, it will be necessary for the teacher to study selections carefully before assigning them to pupils, and it is suggested that the study-recitation plan be followed. It is believed that this plan will secure good results. (See Hinsdale's Art of Study.)

SIXTH YEAR.

TEXT.—Silver, Burdett & Co.'s Fifth Reader.

FIRST MONTH. Fifth Reader, pages 84 to 105.

SECOND MONTH. Fifth Reader, pages 105 to 128.

THIRD MONTH. Fifth Reader, pages 128 to 153.

FOURTH MONTH. Fifth Reader, pages 153 to 178.

FIFTH MONTH. Fifth Reader, pages 178 to 204.

SIXTH MONTH. Fifth Reader, pages 204 to 229.

SEVENTH MONTH. Fifth Reader, pages 229 to 252.

EIGHTH MONTH. Fifth Reader, pages 252 to 279.

NINTH MONTH. Fifth Reader, review.

If the plan of continuing the Fourth Reader through

the fifth year is followed, as suggested, then this year's work would close with the assignment for the third month as given above, leaving the last month of this year for review. If this be done, let one of the following classics be read in the review month: *The Hunt after My Captain*, *Rip Van Winkle*, *Sleepy Hollow*.

It is not essential that the above assignments be followed, page by page.

Let pupils select from their favorite author. Make the choice early, so each one can prepare himself on the life and works of his chosen author, giving history, incidents in life, short poem by author, if a poet, or some quotations or favorite selections, if a prose-writer. Others should have assigned work, but one should make special preparation.

SEVENTH YEAR.

TEXT.—Silver, Burdett & Co.'s Fifth Reader.

If the work in the Fifth Reader is begun with the sixth year, let this year's work in the Fifth Reader begin at page 153 and follow the assignments by months as given in the sixth year's work in reading.

The study-recitation plan as suggested for the sixth year should be followed.

FIRST MONTH. Fifth Reader, pages 279 to 300.

SECOND MONTH. Fifth Reader, pages 300 to 326.

THIRD MONTH. Fifth Reader, pages 326 to 350.

FOURTH MONTH. Fifth Reader, pages 350 to 384.

FIFTH MONTH. Fifth Reader, review favorite selections.

For the remainder of this year's work, if the class be up to assignment, the teacher may select some suitable classics for the class to read.

LANGUAGE.

FIRST YEAR.

SUGGESTION.—The following course in Language, as outlined, is probably more complete than the average pupil will be able to grasp in the time allotted for the work.

This course is outlined with the suggestion that the teachers select and use such parts of it each month as the class will be able to assimilate.

We feel sure better results will be accomplished by having a *choice* of material than could be accomplished otherwise.

For Perry Pictures, write to Hoover Bros., Kansas City, Mo.

The course for the first year is based on the Primary Plan Books. (A. Flanagan & Co.)

Facility of oral expression should be the aim. Pupils should be furnished interesting knowledge to express, and taught to express this knowledge with originality and freedom. From the first, errors of speech should be corrected. For seat occupations, busy-work adapted to the topic under consideration should be used.

Oral reproduction may consist of complete statements in answer to questions asked, afterwards telling the story by connecting the statements. Written reproduction comes only after oral reproduction, for the child cannot be expected to write well anything which he cannot first tell.

Under "Language Proper" the correct use of a number of words is taught in connection with the regular work and not as a separate, technical training.

Written work may include copying of sentences and short paragraphs that have first been developed orally by

the teacher, told by the pupil, and copied on the board by the teacher to be first read and then recopied by the pupils. New words should be learned before the lesson is written on the board by the teacher.

The work in language should be given a definite period on the daily program. The aim of the following outline is to teach, in addition to correct written and spoken language, a love for nature, good literature, and good pictures.

FIRST MONTH. *Observation*: Study of autumn flowers, making a specialty of the nasturtium, sunflower, and sweet pea. Bring plant, root, stem, and flowers into the schoolroom for study.

Tell uses of root, stem, leaves, and flowers. Describe each orally. Lead pupils to give statements, as: The stem is long. The stem is round and green. The sunflower is yellow. It is round. The seeds are brown and white.—Have pupils write the sentences they have given orally, as soon as they are able. Pupils should draw the sunflowers and leaves and color with crayon; also cut both from yellow and green paper. Sewing-cards may be pricked with the outlines of the flower and leaves. Study of color.

MODEL LESSON.

The Sunflower.

First and Second Years.

Bring the whole plant into the schoolroom. Talk about the uses of each part, naming the parts where children are not able to supply names.

Q. Where does the sunflower grow?

A. The sunflower grows by the roadside.

The teacher may write on the board the answers that pupils give, making necessary corrections. Second-year pupils may then read what the teacher has written.

Q. What holds the plant in the ground?

A. The roots hold the plant in the ground.

Q. What part gathers food and drink?

A. The roots gather food and drink.

Q. Where are the roots?

A. The roots are in the ground.

Q. What part of the plant holds up leaves and flowers?

A. The stem holds up the leaves and flowers.

Q. What color are the stems and leaves?

A. The stems and leaves are green.

(Note use of "is" and "are.")

Q. What color is the sunflower? What shape?

A. The sunflower is yellow and round.

Q. What color are the seeds?

A. The seeds are brown.

Pupils, after reading the answers they have given, may copy them from the board, where possible.

Draw sunflower, leaves, and seeds, separately. Color with crayon. Cut a sunflower from paper.

The nasturtium and sweet pea may be studied by both grades in a similar manner.

Picture Study: The Pet Bird—Von Bremen. (Perry, No. 792.)

Stories and Poems: Hiawatha's Childhood. Read this part of the poem to the pupils, and by questions lead them to make complete statements.

MODEL LESSON.

Hiawatha.

(This should be studied by both grades.)

First and Second Years.

Read the story of Hiawatha's Childhood. Explain as the poem is read: Big-sea water (lake), cones, wigwams, firs, linden, moss, rushes, reindeer, sinews, pine tree, owl, fireflies, brakes, rainbow, flecks and shadows on the moon. Show pictures to assist in explanation of the foregoing. Meaning of "stilled his fretful wail," "lulled him into

slumber," "Ewayea," "lapping of the water," "flitting through the dusk of evening," "rippling," "angry," "fade and perish," "hooting," "native."

After reading the poem to the children, ask questions on the poem similar to the following: Who was Hiawatha? Tell something about his appearance. In what kind of a cradle did he swing? With what was it lined? Who rocked it? What do we call an Indian baby? What do we call an Indian woman? Who was Nokomis? What did she do for Hiawatha? What stories did she tell him? What did he see as he lay in his cradle? What did he call the firefly? Did Hiawatha ever get frightened? Was he afraid of the dark? What did Nokomis tell him to make him go to sleep? What sound did the owl make? What did Nokomis think the rainbow was? In what kind of a house did Hiawatha and Nokomis live? What grew behind it? What color was the water before it? What kind of trees grew near? What grew upon the fir trees?

Answers to the foregoing should be orally by both first- and second-year pupils, and sentences given written on the board for second-year pupils to read and copy, as follows:

Hiawatha was an Indian boy. His skin was red and his hair black. He had a linden cradle. It was lined with moss. His grandmother rocked it. She sings songs to him and tells him stories. She tells him about the moon and stars. He saw the fireflies. They were his candles. He heard the owls hoot, and was afraid. Nokomis thought the rainbow was made of flowers. Hiawatha and Nokomis lived in a wigwam. The lake was before it. Cones grow on the trees.

Have pupils of the first grades draw, cut and paste the wigwam, canoe, cradle, trees, lake, rainbow, moon and stars, firefly, owl, bear, bird. Paint with water-colors or colored pencils. Pupils may be given sticks or seeds to lay the outlines of the wigwam, cradle, pine-trees, moon and stars. On sewing-cards prick the outline of the bear, birds, wig-

wam, owl, rainbow, cradle, canoe, moon and stars. Use different colors in sewing.

Poems for study: Wynken, Blynken and Nod, The Rockaby Lady, Lullaby-Land—Eugene Field; September, and Leaves at Play. Memorize the first stanza of "September" (see first month). Read to pupils the story of Clytie for oral reproduction.

Language: Correct use of has, have; is, are; each, all.

(See Model Lesson for study of "September," second year, first month.)

SECOND MONTH. *Observation:* Study of autumn fruits—apples, grapes, peach, plum, pear. Form, color, size, surface, pulp, skin, core of stone, seeds, or kernel. How prepared for use.

Seeds: Collect different varieties: describe and tell whether useful as food; means of transportation; how scattered; how protected.

Disappearance of insects. Migration of birds. Falling leaves. Change in atmosphere and in length of days and nights.

Lead pupils to give sentences which reproduce the talks on nature work.

First-grade pupils should draw and color fruits and leaves studied. Paper-cutting and card-sewing based on the October nature work may also be done by First-year pupils as busy-work.

Picture Study: The Sower and the Seed. Millet. (Perry Pictures, No. 310.)

Poems and Stories: Memorize first verse of October—H. H. Jackson. Study poem; have pupils describe the scene they think the poem pictures. Study and reproduce orally the poems Apple-seed John and The Tree. Read the story of The Anxious Leaf in "Apple Blossom" (Ed. Pub. Co.), and The Sleeping Apple. Story of Columbus.

Language Proper: Correct use of is, was; there is, there are; eat, ate, eaten; a, an; in, into.

THIRD MONTH. *Observation:* Nuts and squirrels; birds: preparations for winter; animal and vegetable foods, with special mention of corn, pumpkins, turnips, squashes, onions, and potatoes. Describe each orally. First grade draw objects studied.

Study of Nuts: Collect different kinds. Name each, and tell where it grows. Tell about covering of each—shape, size, color, surface. Draw picture of each. Make a special study of the hickory-nut.

Squirrels: Color, covering; food, how obtained; feet, claws, teeth; kinds of squirrels, uses, winter home. Develop sentences such as: The squirrel eats nuts. He lives in the woods. He has strong teeth. Squirrels have fur coats.

Study of Birds: Talk about winter habits, nests, etc. First grade draw pictures of birds and birds' nests.

Picture Study: Piper and Nutcrackers—Landseer, No. 903.

Poems and Stories: Hiawatha's School. November—Cary. Story of Pilgrims and Thanksgiving. Memorize "The Mountain and the Squirrel."

Language Proper: Abbreviations; names of the days of the week; correct use of teach, taught; learn, learned; child, children; woman, women; make, made.

FOURTH MONTH. *Observation:* Lights of the world—sun, moon, stars. Snow, ice, snowflakes. Evergreen and holly. Rabbits, winter birds, sheep.

Picture Study: The Nativity—Hoffman. (Perry, No. 797.)

Poems and Stories: The Sun's Travel, The New Moon. Twinkle, Twinkle, Little Star. Hang up the Baby's Stocking.

Language Topics: Abbreviations; names of holidays and months; exclamation-mark; correct use of shine, shone; give, gave; hang, hung; freeze, froze; slide, slid.

FIFTH MONTH. *Observation*: The body.

Picture Study: Can't You Talk?—Holmes. (Perry Pictures, No. 1063.)

Stories and Poems: Life in hot and cold countries as compared with our own. The Child's World, The Hayloft, and The Land of Story Books—Stevenson. One, Two, Three—H. C. Bunner. The Lost Doll—Kingsley.

Language Proper: Correct use of see, saw; to, too; here, there; do, does; words denoting relation. Use of capitals for names of Deity.

SIXTH MONTH. *Observation*: Forms of water—rain, vapor, clouds, fog, mist, hail, snow, ice, sleet, steam.

Picture Study: Pictures of Washington and Lincoln and their homes. Stories relating to St. Valentine's Day.

SEVENTH MONTH. *Observation*: Awakening life. Study of buds on trees and shrubs; plant window gardens, and write sentences giving reports of growth of plants. Make drawings of plants in various stages of growth. Keep bird calendar, showing date when each bird was seen first by pupil. Work of the wind. Study of windmills.

EIGHTH MONTH. *Poems and Stories*: Stories and poems of patriotism. Four friends of the children—Alice Cary, Phoebe Cary, Eugene Field, Celia Thaxter.

Poem Study: Our Homestead—Phoebe Cary.

Language Proper: Correct use of write, wrote, written; fall, falls, fell, fallen; rise, rises; rose, risen; I've, I have; I'm, I am.

Continue observation studies as previously outlined. Study Hiawatha as outlined in first grade.

NINTH MONTH. *Picture Study*: Spring—Corot. (Perry, No. 484.)

Language Proper: Correct use of burst; sleep, slept;

awake, awoke; waken, wakened; swell, swelled; know, knew; this, that; these, those.

A review of observation work of previous months should be taken at this time. Continue the study of *Hiawatha*.

SECOND YEAR.

At least three-fourths of the language and composition work in the second year should be oral. It is therefore urged that oral descriptions and reproductions of stories, and memorizing of good literature, be continued.

As second-grade pupils advance, the writing on the board of oral reproductions given by pupils may be omitted by the teacher, and pupils asked to reproduce in writing what they have given orally. The papers may then be corrected and rewritten. It is a good plan to copy on the board an uncorrected paragraph and ask the pupils to suggest corrections.

Blackboard work under the teacher's supervision is valuable as a class exercise. The written work should be brief, and the mistakes noted and corrected by pupils in class, under the teacher's direction. Pupils should be encouraged to write short letters and to make word-pictures of scenes or objects. Correct indention, capitalization and punctuation can only be secured by constant watchfulness on the part of the teacher and pupil. Frequent dictation exercises should be given for drill in the mechanics of composition.

The work for this year is based on the *Intermediate Plan Book* (A. Flanagan & Co., Chicago). The following books will be found helpful to teachers in presenting the nature work and literature of the third and fourth years: *Nature Study and Related Literature*, Anna E. McGovern, and *The Third School Year*, Henrietta M. Lilley. Both published by A. Flanagan & Co., Chicago. As an aid in the treatment of reproduction stories and fables, *DeGarmo's Language Lessons* is suggested, published by the Ameri-

can Book Company. Bartlett's First Steps in English, published by Silver, Burdett & Co., will be found valuable in presenting the work under "Language Proper."

FIRST MONTH.—*Observation*: Autumn flowers, with a special study of the goldenrod, sunflower, and aster. Bring plants to schoolroom, and make a study of the roots, stem, leaves, and flowers; time of blooming; meaning of name; locality where found; service rendered to the plant by the bees and butterflies; service rendered to the bees and butterflies by the flowers. After completing the individual study, compare the plants as to the same points.

Picture Study: A Fascinating Tale—Ronner. (Perry Pictures, No. 1099.)

Poem Study: When the Woods Turn Brown—Lucy Larcom. September—Helen Hunt Jackson (from her "Poems," copyrighted by Little, Brown & Co., and reprinted here by their permission). Model Lesson on study of poem, September.

1.

The goldenrod is yellow,
The corn is turning brown;
The trees in apple orchards
With fruit are bending down.

(1) What season is it? Why? (2) What color would the sky be? (3) Would there be clouds? If so, what color? (4) What flower blooms? (5) What color is it? (6) What do you suppose the farmer is doing? Why? (7) How do the orchards look? (8) Are there many apples? Why? (9) What color do you think the apples are? (10) What is the color of the leaves and grass? (Lead pupils to see that the leaves and grass have not yet put on their autumnal colors.)

First and second years memorize above stanza.

Second year read and copy the following sentences

which have been developed from the questions and written on the board:

It is September. The sky is blue and the clouds are white. The goldenrod is in bloom. It is a yellow flower. The grass and leaves are green. The men will cut the corn. Apples are ripe. Many red apples are on the trees. We will pick them.

FIRST MONTH. Memorize entire poem. See questions for first and second years on first stanza.

2.

The gentian's bluest fringes
Are curling in the sun;
In dusty pods, the milkweed
Its hidden silk has spun.

Describe the gentian. Where does it grow? When does it bloom? Describe a milkweed pod. Why are they called dusty? What color are the seeds? How are they scattered? Find the silky wings. Draw a picture of a milkweed pod.

3.

The sedges flaunt their harvest
In every meadow nook,
And asters by the brookside
Make asters in the brook.

What are sedges? (Plants growing in moist ground.) Meaning of "flaunt"? What is their "harvest"? What is a "meadow nook"? Meaning of lines three and four?

4.

From dewy lanes at morning
The grapes' sweet odors rise;
At noon, the roads all flutter
With yellow butterflies.

Meaning of "dewy lanes"? Do you suppose these were wild, or cultivated grapes? Why? Meaning of "odors"? Meaning of lines three and four?

5.

By all these lovely tokens
September days are here,
With summer's best of weather
And autumn's best of cheer.

Meaning of "tokens"? Name all the tokens of September. Show that September has both summer and autumn. Meaning of "cheer"?

WRITTEN WORK.

Have pupils give sentences about the goldenrod, corn, apple-tree, milkweed, asters, grapes, butterflies. Copy the sentences on the board in paragraphs (one short paragraph on each topic). Have pupils read from the board and then copy on paper, making drawings of the things they write about. Examples: Butterflies have yellow wings. The butterfly likes flowers. It flies like a bird.

The goldenrod is a tall flower. It has a long stem. The flowers are yellow. Each little flower looks like a star. The stem is round and hard.

Grapes grow on vines. Grapes are round. Wild grapes are purple when ripe. They grow in bunches.

Have pupils give oral description of the scene pictured in the poem. Write the best one on the board, and call it "A September Scene."

Language Proper: Correct use of do, did, done; eat, ate, eaten; swim, swam, swum; words of opposite meaning.

Dictate sentences, omitting the word in the above list that pupils are to supply. Have pupils write sentences, using the words correctly; also write sentences on the board, leaving blanks to fill.

SECOND MONTH. *Observation:* Study of autumn flowers continued, giving special attention to the milkweed and thistle. Note the fact that the thistle is not a native plant, but was introduced from Europe; is of use only to birds; means farmers take to kill it; grows in almost any kind of soil. Draw the leaf, flower, and whole plant of the thistle.

Find reason for the name of the milkweed. What kind of soil does it like? Call attention to the shape, number and arrangement of leaves on the stem. Lead pupils to compare the milkweed and thistle. Home; characteristics; work of root, stem, leaves, and flowers; structure; how seeds are protected; number of seeds; how scattered; uses. Draw plants. Written work should consist of the reports of observations and comparisons.

How seeds are scattered—wind, water, and animals; man scatters more seed than all other agencies combined, as he is constantly buying and selling plants and seeds. Discover by actual observation the various coverings of seeds—chaff, husk, pod, shell, flesh, and rind. Find seeds that fly, as maple and dock; seeds that sail, as thistle, milkweed, and dandelion; seeds with hooks, as burdock and cockle-bur.

Birds: Show picture and read description of the following: woodpecker, meadow-lark, dove, and blue jay. If no chart showing the birds named is at hand, secure colored plates for each. (Prang Publishing Co., Chicago.)

Picture Study: Feeding Her Birds—Millet. (Perry Pictures, No. 521.)

Poems and Stories: Little Dandelion. Little Gustava. Seedlings on the Wing. Coming and Going. Memorize the poem, October—H. H. Jackson. Compare with the poem, September.

Language Proper: Choice of descriptive adjectives; correct use of has been, have been; has had, have had.

THIRD MONTH. *Observation:* Preparation for winter: Nature's preparation—Leaves are dropped, buds are coated, wood hardens, sap thickens and ceases to flow. Insects' preparation—Spin cocoons; bury themselves; store food underground. Animals' preparation—Shed coats and get warmer coverings; store away food for winter; sleep during the winter. Man's preparation—Storing away of food, fuel

(coal and wood); warmer clothing. Birds' preparation (migration)—Cause of migration, climate and food supply. Prepare to go in flocks, pairs, and singly. Routes of migration—by sea, mountain, valley, or river. Change in appearance.

Continue study of birds begun in second month. Make a special study of the hen, pigeon, or turkey.

Beavers—Covering, characteristics, head, eyes, teeth, tail, feet, home, dams, food, uses.

Covering of animals—Wool, fur, hair, scales, feathers, skin, shell.

Picture Study: Pilgrims Going to Church—Boughton. (Perry Pictures, No. 1339.)

Poems and Stories: November—Alice Cary. Stories and poems relating to the first Thanksgiving. Coming and Going—Henry Ward Beecher. Read short selections from works of Louisa M. Alcott, whose birthday occurs November 29, and William Cullen Bryant, whose birthday occurs November 3.

Language Proper: Correct use of it, its; fly, flew, flown; go, went, gone; come, came, come; sing, sang, sung.

FOURTH MONTH. *Observation:* Lessons on tea, coffee, and wool. Tea—Show pictures of the plant, samples of dried tea leaves, and maps and pictures of countries where tea is grown; describe the plant; how cultivated; preparation for market; varieties; where grown. Coffee—Material: Pictures of the tree, coffee-berry and beans; ground and unground, roasted and unroasted coffee. Describe the tree and berry; preparation for use; cultivation; where it grows; uses of coffee.

Study of cows and sheep. Cow—Food and eating; structure of feet and legs; horns; the cow's usefulness. The sheep, leading to a study of wool. Materials: Pictures of sheep, wool products, and sheep leather or chamois skin. Description of the sheep—Covering, color, characteristics,

teeth, nose, horn, limbs, toes, food, care, use. Wool—Materials: Pieces of different kinds of woolen cloth. Process of cloth-making—Washing, shearing, sorting, combing; the factory; articles manufactured.

Picture Study: Sistine Madonna—Raphael. (Perry Pictures, No. 322.)

Poems and Stories: Christmas stories. The Boy and the Sheep. The Blind Weaver. Little Brown Hands.

Language Proper: Choice of adjectives. Correct use of give, gave; take, took, taken; weave, wove, woven; sheep, sheep; cow, cows; ox, oxen; flock, herd; I have, he has; I am, he is, we have; see, saw, seen; two, to; our, hour; there, their.

FIFTH MONTH. *Observation:* Lights of the world—Sun, moon, and stars. Stars or constellations most easily found—Evening star, great bear or dipper, north star. Evergreens—Shape, height, trunk, branches, buds, leaves—shape, thickness, number; cones, bark, juice, wood. Varieties; where found.

Animal Life: Cat, bear, rabbit, seal, reindeer. The Bear—Material: Pictures of bears, and if possible, bear-skin. Where found; varieties; description; food: habits; use to man. Seal—Materials: Pictures of seals and some article made of seal. Where found; appearance; food; habits and use. Rabbits—Gather information from pupils as much as possible. Call for descriptions without aid of pictures, and then compare descriptions with the pictures. Discuss habits and characteristics. The Reindeer—Description, color, food, uses to men. House-cat—Descriptions from actual observation. Winter Birds—Snowbirds and sparrows.

Picture Study: Puss in Boots. (Perry Pictures, No. 2022.)

Poems and Stories: The Sun's Travels. The Shadows—R. L. Stevenson. The New Moon—Mrs. Follen. Kitten

and the Falling Leaves—Wordsworth. Fables and stories connected with the topics, Lights of the World, and the Cat, Stories of hunting and hunters.

Language Proper: Use of exclamation-mark. Correct use of shine, shines, shone; mouse, mice; tooth, teeth; foot, feet; toe, toes.

SIXTH MONTH. *Observation:* Condensation and evaporation. Clouds. Perform simple experiments to illustrate evaporation. Dogs—Materials for study: Pictures of dogs, and actual observation. Description and comparison; food and teeth; manner of drinking; covering; characteristics; expression of feeling; services they render us. Varieties—St. Bernard, Newfoundland, Shepherd, Eskimo.

The Horse—Description from actual observation; covering; movements; food; characteristics; uses to man; kinds of horses.

Picture Study: Shoeing the Horse—Landseer. (Perry Pictures, No. 908.)

Poems and Stories: Story of St. Valentine's Day. Discuss Kansas Day. Nahum Prince—Edward Everett Hale. The Village Blacksmith. The Arab to His Favorite Steed. Ranger. Memorize "The Endless Story." Study "Little White Lily" and "Water-Bloom." Stories for reproduction—Rainbow Queen, Iris and Buttercups from the Pot of Gold.

SEVENTH MONTH. *Observation:* Awakening Life. Plant window gardens. Make observations on the bean, pea, corn; write and draw, after examining seed in different stages of growth. Study bulbs, roots and buds. Classify and make as large collection as possible.

Picture Study: Anxiety—Olivie. (Perry Pictures, 1115.)

Poems and Stories: The Daffodil—Wordsworth. The Poppy Seed. Memorize "Shower and Flower." Read for

reproduction All the Year Round Story. Make this material the basis of composition work.

Language Proper: Capitals at the beginning of lines of poetry. Correct use of fall, falls; fell, fallen; rise, rises; rose, risen; I've, I have; I'm, I am; run, ran, run; lies, has lain; speak, spoke; there, their; no, not, none; lie, lay; lies, lying. Choice of descriptive adjectives. Adjectives. Comparatives. Homonyms. Verb forms.

NINTH MONTH. Complete such observation work as you have not been able to, and review important subjects needed. Continue the study of Hiawatha as outlined in Grade 1, if not completed in that grade.

THIRD YEAR.

Course is based on the Intermediate Plan Book (A. Flanagan & Co., Chicago).

FIRST MONTH. *Observation:* Fruits: Peach, plum, tomato, grape, apple. Peach and plum—form, color, size, shape, pulp, stone, kernel, covering, appearance of trees and blossoms, time of ripening, how seeds are scattered. Compare the two fruits as to likeness and difference in points mentioned above. The grape—shape, skin, pulp, color when ripe, how arranged on stems, number in bunch, appearance of vine, leaves, and blossoms. Compare tomato with other fruits studied. Appearance of fruit—size, color of skin, pulp, seeds, how prepared for use, when it ripens. The apple-tree—size, covering, leaves, blossoms. Fruit—form, color, size, surface, skin, pulp, core, seeds. States that produce apples abundantly. Write descriptions of each fruit. Draw whole fruit, crosswise and lengthwise sections. Draw leaves. Tell how the different fruits are used and prepared for use.

Insect Life: Bees, butterflies, caterpillars, house-flies. Place questions or outline on the board, to guide observa-

tions. First find out all pupils know about the different insects, and have them tell orally but not write. The bee—parts of body, color, markings; number of legs and wings; location of the sting; enemies of the bee; its home; shape of the cells; use of wax and honey; where bees get honey; how they carry it; what flowers best liked; the bee family; why bees swarm; write description of bees; write answers to questions about their work and their home; draw hives, cells, and the insect itself. The butterfly—body, parts, covering, color, head, antennæ, tube, eyes, movement, tongue, wings. Food and habits. Use of butterflies to flowers. Caterpillars—collect in box of earth, with sides and top of wire netting. Watch developments. Have children keep record of change that takes place.

Picture Study: Pharaoh's Horses—Herring. (Perry Pictures, No. 886.)

Poems and Stories: Cinderella, Apple-Seed John. Apple Blossoms. Coloring of the grapes. Memorize "Apple Blossoms."

Language Proper: Capitals in titles. Correct use of do, did, done; fairy, fairies; mouse, mice; think, thought. Dictate sentences about the fruits and insects, for drill in spelling, capitalization, and punctuation. Dictate sentences from the story of Cinderella, for drill in quotations. Study of different form statements, with punctuation.

SECOND MONTH. *Observation:* The corn and pumpkin. Corn—Place outline on board to guide pupils in describing from specimen brought into the schoolroom. 1. Fruit—Ear, shape, covering, silk, use of husks and cobs; kernels—color, shape, arrangement on cob, use of kernels. 2. Leaves. 3. Stem. 4. Roots.

Pumpkin—Leaf, flowers, stem, fruit, soil, home, varieties, uses.

Wheat—Materials necessary for study: Heads of wheat, stalk with roots, samples of whole wheat, bran, rolled wheat,

graham flour, and fine white flour. Grows where? Describe leaf, head, and stalk. Find and name three parts—husk, hull, pulp. Which is thrown away? Uses of wheat. Bread-making. Varieties of wheat. Wheat-raising. Harvesting and milling wheat.

Falling of the leaves. Find leaves of different colors. Draw and color the leaves. Make a study of the leaf according to outline.

1. Compare familiar leaves, showing resemblances and differences.

2. Teach the following parts: Blade, stem, covering, pulp, stipules.

3. Shapes of a few well-known leaves.

4. By illustration and observation, show venation.

5. Compare the margins of leaves of different kinds.

6. Arrangement of leaves on the stem: (a) Opposite. (b) Alternate. (c) Whorled.

7. Uses of leaves: (a) To the plant. (b) To man. (c) To animals.

8. Autumnal changes. What ones change their color? Why? Which do not? Use of leaves after falling.

Picture Study: The Gleaners—Millet. (Perry Pictures, No. 511.)

MODEL LESSON.

What objects do you see in the picture? What time of year is it? What time of day? What country? (France.) What kind of grain is being gathered? (Wheat.) What is a gleaner? What will these people do with the grain? What must be done with it before it can be made into flour? What machines are used? Where is it made into flour? How? Compare the old-time way of making flour with the present way.

This harvest scene is taken from where? (France.) What reason for this answer? (Peasant costumes.) Read or tell pupils of manners, customs, etc., of France. Tell something of their homes. Compare home life of France

and America. Would we be apt to see such a picture as this in a harvest-field in America? Why not? Would you see the same kind of a hay-rack (frame) or wagon? Would one see gleaners here after men have left the field? Why not? (Improved machinery.) Do you suppose these women were rich, or poor? Why? Do you think they are tired? What characteristic of French peasants is here shown? (Frugality.)

Tell or read the Bible story of Ruth among the gleaners.

Tell the story of Millet's life. Show some of his other pictures—Angelus, Feeding Her Birds, The Shepherdess. For story of Millet's life, see Perry Magazine, Stories of Great Artists (American Book Company), Intermediate Plan Book (A. Flanagan & Co.).

Poems and Stories: Song of the Sower—Bryant. Story of Ceres. Farmer John—Trowbridge. The Huskers—Whittier. Obed's Pumpkins. Dance of the Months. The Anxious Leaf. How the Leaves Came Down. Memorize poem, The Seasons.

Language Proper: Singular Possessives. Correct use of a, an; this, that; those, these; those, them. Quotations. Correct use of leaf, leaves; sheaf, sheaves; knife, knives.

THIRD MONTH. *Observation*: Special study of fruits. Make collections, and group into fleshy and dry. Make a study of nuts: Where found; how secured; appearance of trees; change of color in nuts; shapes; color; shell; husk; kernel. How nuts are distributed—wind, water, sticking to animals. Varieties, with special attention to walnut and hickory.

Squirrels: Description—Head, body, legs, toes, teeth food, home, habits, kinds and use.

Kinds of food: Animal and vegetable. Find as many of each kind as possible.

Coal—Materials necessary for lessons: Different kinds of coal and pictures of mines and miners. How coal is

made ; where found. Read article to the pupils describing formation of coal. How coal is secured. How mines are lighted. Uses of coal. Principal coal regions. What was used before coal was discovered?

Picture Study: Return of the Mayflower—Boughton. (Perry Pictures, No. 1336.)

Poems and Stories: Landing of the Pilgrims—Hemans. The Mountain and the Squirrel. The Thrifty Squirrel.

Language Proper: Use of comma. Words in series. Correct use of become, became, have become ; grow, grew, have grown ; scatter, scattered, have scattered.

FOURTH MONTH. *Observation*: Cotton—Pictures of plants or specimens and cotton cloth should be used. If possible, some of the oil and seed should be secured. Read to the pupils, from a geographical reader, a description of cotton-raising ; Stories of Industries, Ed. Pub. Co., Topeka. Read story of Eli Whitney and the Cotton Gin, from the Primary History. Have pupils give oral and written reproductions ; also, dictate lessons.

Picture Study: Arrival of the Shepherds—Le Rolle. (Perry Pictures, No. 620.)

Poems and Stories: Christmas in other lands. Poems for study—The Sparrows and Piccola, by Celia Thaxter. Snow-Bound (Selections), In School-days, and Barefoot Boy, by Whittier. Memorize ten lines from Snow-Bound. Describe Whittier and his home. (Perry Pictures, Nos. 25, 27, 28.)

Language Proper: Letter-writing. Titles. Contractions. Exclamations. Plural endings oes, and os. Correct use of in, into ; on, upon ; to, from ; to, at.

FIFTH MONTH. *Observation*: Snow, ice, and frost, and their uses and effects and cause. Minerals—Marble, limestone, salt, etc. Marble—Show articles of marble, playing-

marbles, etc. Different colors of marble. How it is secured (read or tell of the quarries). Where found. Limestone—a rough, coarse rock used as building-stone, found in nearly all localities.

Picture Study: Sir Galahad—Watts. (Perry Pictures, No. 940.)

Poems and Stories: Story of Sir Galahad. Selections from Idylls of the King. History of Robinson Crusoe.

Language Proper: Descriptive adjectives. Statements, questions, and exclamations. Correct use of may, can; might, could; between, among; each other, one another.

SIXTH MONTH. *Observation:* The weather and temperature. Ways of lighting and heating buildings. Distinguish between natural and artificial light. Kinds of artificial light—gas, electric, fire, candle, lamp. Heat—fireplaces, stoves, furnaces, steam, hot water.

Poems and Stories: Stories from the lives of Washington, Lincoln, and Longfellow. Poem study—From My Arm Chair. Memorize “The Children’s Hour.”

Picture Study: Pictures of Washington, Lincoln, and Longfellow, and their homes.

Base composition work upon materials from “*Observation*” as outlined above for this month.

Language Proper: Quotations, possessives, and capitals. Abbreviations. Synonyms and homonyms.

SEVENTH MONTH. *Picture Study:* Close of Day—Adan. (Perry Pictures, No. 586.)

Observation: Window gardens. Growth of the following seeds: Morning-glory, pumpkin, acorn. Keep bird and flower calendar. Study the winds. Keep weather calendar.

Language Proper: Choice of words used to describe persons. Correct use of learn, learned; teach, taught; few, many; little, much.

EIGHTH MONTH. *Poems and Stories*: How the Wind Blows. The Four Winds. Points of Compass. Daybreak. Memorize, O Wind a-Blowing all Day Long.

Language Proper: Choice of adjectives; review.

NINTH MONTH. A carefully planned review, if not made too abstract, together with a study of "poems and stories" appropriate to summer, would make very appropriate work for this month.

FOURTH YEAR.

TEXT.—Scott-Southworth "Lessons in English," Book I.

Teachers are urged to study carefully the following general suggestions before taking up the work in the text-book :

SUGGESTIONS FOR TEACHERS.

Reading: It is likely that reading in school helps a child more than any other single form of language instruction. When taught to the best advantage and used as an *exercise*, it quickly develops the habit of getting thoughts out of a printed page, and so prepares one for general outside reading. It, of course, imparts knowledge and serves as a model for the communication of it.

There should be an abundance of interesting and instructive selections, touching upon various subjects and adapted to the attainments of the learner. Children understand much that they cannot well express: but if questioning has made it certain that the meaning of a paragraph just read is clearly understood, the reader or some classmate should be called upon to reproduce it at once in his own words. This will take more time than the reading itself, but its influence on the quality of the reading will soon be apparent, and it is obviously useful in developing the power to catch a thought and then express it. At the end of the exercise some one may give the gist of the whole lesson, or at another time all may be required to reproduce it in writing.

This system of reading and reproducing orally and in writing, if continued through the whole school course, will make an important part of one's education.

Copying: Those who are learning to write, first copy *script* models, so as to get the forms of letters and of words; then they copy ordinary *print* where, amidst many details, they see how words and sentences are grouped upon a page in lines, paragraphs, and stanzas. It is one thing to form words with a pen; it is quite another to put them on a blank sheet of paper just where they ought to go, writing neatly, accurately, and in an orderly fashion.

This is the principal object to be attained in exercises for copying; but, directly or indirectly, they serve many other good ends. They prepare the way for understanding all the simple rules for capitals and punctuation; and we know that words often copied come to have a "natural look," which is a guide to correct spelling.

Selections in either prose or verse may be transcribed from the blackboard, from print, or from memory. At first, such exercises will be frequent; as occasional tests, they will always be useful; and to one who can see his own progress by comparing a former effort, they will be rather interesting.

When the proper writing materials are ready for use, the various directions for indenting, and so on, are to be given orally; and the copy must be the result of an honest effort to write something legible, neat, and accurate, even if it is not perfect in arrangement.

The paragraphs and the stanzas that are copied with toil and trouble in our school-days are apt to make a lasting impression upon us. Models that have been so carefully studied will not be altogether forgotten, and this makes it worth while to choose them only from the best.

Dictation: Writing from dictation is a step beyond copying from a model, and holds a high place in language work. It is like taking notes; you must have your wits

about you, listen attentively to catch the thought, and be ready with the written form of it. New words and expressions become familiar, and the use of correct forms becomes habitual.

The exercise is one that ought to be used every day, even if we never pass the limit of four or five lines that are fresh and well adapted to the purpose.

Since the class, and not the teacher, must do the work of correcting so many daily exercises, the selections will have to be taken from one of the text-books, or else copied beforehand on the blackboard, and curtained till the writing is finished. The exercise may often have the form of a letter.

Suppose the pupils are ready for work. The selection is first read through to show its general character. Then it is dictated *only once*, and with a pause at the end of each phrase, or clause, or line, only just long enough for writing it.

If all exchange their own copies with different members of the class at different times, and if all are urged to detect what errors they can, the marking (which may be that given on page 233 of Book I) will show that we see the faults of others more easily than our own. After returning the copies, each member of the class will revise his own work by comparing it with the original, now first disclosed.

A rule for capitals or punctuation may occasionally be given; but the repetition of the same exercise at once, or after a day or two, will be the best way to profit by the errors made at first.

Retelling Stories: Stories in prose or verse afford excellent material for oral or written work, because children like to hear them and can easily understand and remember them. In reproducing a story there is nothing to be invented or hunted up, as in original composition; yet the process requires something more than a mere copy or repetition. One has the facts given to him properly arranged and well expressed, but he must draw upon his own re-

sources in selecting words and forming sentences. Good stories are common and easy to find, and they may serve to teach morals as well as history.

In retelling a story the pupil should always be required to do something more than to copy or repeat. By changing slightly the point of view, by suggesting a different purpose, by providing a special hearer or reader, by transferring the scene to another environment, the teacher should make some demand upon the pupil's creative powers. In this way the retelling of an old and familiar story may be made an exercise in original composition.

Suppose one to have been chosen that is suited to the age of the children, is not too long, and is worth remembering. Let us outline a plan for using it.

The selection is read aloud once by the teacher or by one of the children. Then the teacher tells the story, varying the language but not the order of narration—twice if *necessary*, but still in different words, always avoiding rhyme and poetic diction, that there may be no memorizing of set forms. This done, questions are asked by the class or the teacher to make sure that the facts, descriptions, and allusions are thoroughly understood.

Now some member of the class tells the whole story orally, and is criticized by classmates and teacher for misstatements or important omissions, for misuse of words, for giving the matter in bits instead of as a whole, or for "spoiling the story." Others give their versions and receive instruction or criticism as to the relative prominence of different parts.

Next, but perhaps more profitably at another session, all write the story from memory. But now a variation is introduced. The original story was about animals; it is now to be told about men. It was formerly about children in Germany or Holland; it is now to be transferred to America. It was originally told in the third person; it is now to be put in the mouth of a friend, or a parent, or a

classmate. In the lowest grades and at the beginning, such changes may be very slight, but as the pupils advance, more and more originality may be called for.

Suggestions of ways in which stories may be varied in the retelling will be found in Lessons 11, 16, 40, 78, 140, 160, 165 and 194 of Book I, and pp. 287-295, 304-307 of Book II.

Topical outlines should be used sparingly; they do not sharpen the memory and may kill the life of the story. After criticism and correction, final copies may be made as in dictation exercises.

For variety, the selection may be put into the hands of the children to be read until they are familiar with it. It is no great task to make a collection of fifty short stories that may be written or cut out and pasted upon cards, and numbered for distribution in the class. After an interval long enough for all to read their selections two or three times, the cards will be collected, and each member of the class in turn will have a story to tell, or to write, correct, and copy as before.

The Use of Pictures: Good pictures of what is attractive and interesting to children may be used to advantage in language work. They stimulate the imagination and develop powers of observation and description.

In lower grades a single large picture of the right kind will serve the purpose; but, in general, each pupil should be supplied with a picture. This should form the basis of a conversation. At the outset the teacher will need to give help by questions, explanations, and suggestions. Such terms as right, left, center, foreground, background, etc., must be understood.

The imagination may be exercised by giving names to persons, and by describing actions, incidents, and adventures presumably connected with them. In this way stories, more or less elaborate, may be told with the picture as a basis. In framing exercises of this kind there is room for

a great deal of ingenuity. Lessons 11, 19, 27, 29, 33, 71, 83, 95, 116, 119, 135 and 159, in Book I, will perhaps be found suggestive in this regard.

Descriptions and explanations of pictures are more difficult, and, in general, are better adapted to older pupils. In a set description the pupil will tell what he sees in the picture, beginning with the central or chief figure, and proceeding systematically. He will tell the relation of one part to another, and what the characters represented seem to be doing. Many suggestions will be needed to secure variety in forms of expression, and to prevent the description from becoming mechanical and lifeless. [See Book I, Lessons 27, 71, 102, 112, 183 and 190, and Book II, Part III, Lessons 33, 51, 53, 54, 57, 58, 60 and 64.]

Teachers should beware of dwelling upon a picture until it becomes tedious, and in no case should an exhaustive written description be required. When the important features of the picture have been discussed orally, the subject of the composition may profitably be narrowed to a single question, not previously touched upon (as, for example, in Book I, Lesson 71). It should always be borne in mind that the purpose of the conversation is not so much to impart information as to open the pupil's eyes, stir his imagination, and give him stimulus to expression.

Letter Writing: As a means of training in purely original composition, letter writing claims our attention first. Like story telling, it is easy to begin with, and it is, moreover, an art that soon becomes practically useful and even necessary; for everybody that can write, writes letters, and most persons write nothing else.

It has the further advantage that it provides a reader who presumably is interested in what the writer has to say.

However much the matter may have been neglected, no argument is needed to show that the ordinary forms and conventions of this the most common of the uses of written

speech ought to be made familiar to all who study language in school.

The work will be examined and corrected by the class as in dictation exercises, and if we can succeed in developing a spirit of keen and kindly criticism it will prove very effective against the worst errors in spelling, form, punctuation, and arrangement. Not a few awkward or ungrammatical expressions will, however, pass unnoticed, and such faults—the typical ones having been corrected on the blackboard—may be made the subject of a special lesson, during which the class shall do the correcting, and as far as possible give reasons for the changes made. The letters will then be carefully copied—twice, if need be, to make them perfect.

For variety, the letters of yesterday may be exchanged and answered, and within certain limits each one may be written and addressed to some classmate. It is a good plan to have genuine letters mailed occasionally to parents or friends; and a letter written at the beginning of the year may be kept for comparison with what can be done after a year's practice.

Many exercises in letter writing will be found in Book I, and a systematic treatment of the subject for older pupils in Book II (see the index in each volume). For an elaborate development of this method of composition work the teachers may consult Miss Charity Dye's "Letters and Letter Writing as Means to the Study and Practice of English Composition." (The Bobbs-Merrill Company, Indianapolis. 1903.)

Narrative Writing: The subject-matter of conversation and writing is for the most part personal experience or personal observation. We talk much about what we have done, seen, heard, or felt, adding possibly an opinion, a sentiment, or an inference.

The making of an orderly statement or record of events is narration or *narrative writing*. As an element of letter

writing it is itself the easiest and most common form of original composition.

In this form of language exercises subjects are assigned, and some suggestions about method and arrangement are given; but in the choice of language children are thrown upon their own resources, personal experience furnishing them with ideas.

It is imperative, however, that the ideas to be expressed be clear and definite; and if, for want of training, none but the most recent impressions are distinct enough to be recorded, the best results are likely to be got from exercises which provide for noting the course of an event with the view to reporting it afterwards. Accessible to every school there are places of historic importance—public buildings, mills, or something to which a class may be sent, in groups of two or three, to get material for a written narrative of the visit made. They may use note-books, ask questions freely, get much useful information, and form habits of observation that will awaken an interest in many new subjects. The narrative may be worked up from an outline, and will of course contain some descriptive writing.

In the more advanced work, as well as in the beginning work, pictures may be used to great advantage. The teacher should also be on the alert for current events which may be made the subject of interesting narratives. A fire, an accident, a circus, an excursion, a celebration—these are matters in which pupils are naturally interested and about which they will write eagerly and unaffectedly. Such opportunities should not be neglected.

Descriptive Writing: Narration and description, though closely allied and in practice hard to separate, are yet easily distinguishable. The one deals with action, the other with repose. In the former, the verbs mark the movement; in the latter, nouns and adjectives draw a picture. Purely descriptive writing is much the more difficult for children, since if one is to describe an object accurately,

he needs wider knowledge, closer observation, and a larger—often a technical—vocabulary.

Practice, however, is a valuable teacher, and may lead children to observe closely, to study the relations of parts, to see likenesses and differences, and to choose exact expressions. But there is need to give instruction and guidance; merely to assign a complex object, and call for a description of it, would generally waste time. At first, such an object, or some representation of it, ought to be *seen*, then studied and classified as to appearance, form, size, location, structure, parts, characteristics, habits, uses, history, value, etc. All these judgments should be arranged in logical order under suitable headings, that the description may be clear, and that habits of methodical treatment may be formed.

Practice in choosing descriptive words and in framing accurately descriptive phrases and sentences will be found to be an excellent preparation for the longer exercises. Description of any kind will be the gainer if the subject is interesting to the pupil and the exercise has some definite point and purpose. Thus, to describe the schoolhouse just for description's sake may be tedious; but to describe it for an architect who means to remodel it, or for the newly appointed superintendent who has not yet seen it, is likely to be a profitable and interesting exercise.

The greatest gain will come, not from hurrying over a number of exercises, but from carefully completing in the right way a single one that is adapted to its purpose.

Oral vs. Written Work: Is not the importance and the dignity of oral work in language often underestimated? Do we not need to talk well, as much as to write well; and, as a test of culture, does not the English that we speak count for more than that which we write?

It is the greater formality, not the relative importance, of written speech, that betrays us into comparative neglect

of what the name *language* implies. The same words, to be sure, and the same syntax, serve for both ; but,

(1) The custom of adding to one's available vocabulary can seldom be left to writing, and never to reading ; we do not get possession of a word till we hold it ready for use.

(2) Children must learn to select the appropriate word *on the instant*; writing usually lets us take our time.

(3) Only by oral practice can we master the principles of agreement and concord, and catch the true spirit of English idiom.

(4) Pronunciation and inflection are more worthy to be studied than the arbitrary and formal rules of spelling and punctuation, to which they correspond ; and

(5) Why should we not strive as much for purity of tone as for the humble excellence of calligraphy ?

GENERAL SUGGESTIONS.

1. The work of eight or nine years is to comprise study of the best models of written language suitable for the several grades, together with exercises to develop the language faculty, so that the learner, while encouraged to vigorous thinking, may express and communicate his thought willingly and readily in simple, correct, well-chosen language, whether oral or written.

2. Though language is in itself an object of study, it must be remembered that the acquisition of language as a medium of expression constitutes a part of the teaching of every other subject. The material for thought may be furnished by such studies as form, color, number, the natural sciences, geography, history, etc. The time, therefore, assigned to these latter subjects will be used partly in getting material and developing thought, and partly in expressing and communicating thought in language. All studies, therefore, furnish useful knowledge, and are the natural means for developing those powers upon which the lan-

guage faculty depends. They are the necessary basis of language training.

3. Language is the oral or written expression of *thought*; in all language exercises, *mental impressions* must precede thought, as expression follows it. The sequence is—*Observation, thought, expression*.

4. Do not ask a child to talk or write connectedly upon a subject until by observation, conversation, questioning, reading, etc., there is formed a clear and orderly arrangement of ideas in his mind.

5. The purpose of all language teaching is:

(a) To develop and train the language faculty by observation and practice, so that the pupil may speak and write naturally and effectively; and

(b) To develop and confirm in him a literary conscience; that is, a keen sense for the genius and idiom of his mother-tongue.

Among these, as secondary or minor points to be considered, are:

IN SPEECH.	IN WRITTEN LANGUAGE.
Purity of Tone.	Good Penmanship.
Distinctness of Utterance.	Forms of Letters.
Correct Pronunciation.	Correct Spelling.
Suitable Inflection.	Punctuation.
Right Choice of Words.	Right Choice of Words.
Freedom from Solecisms and Inelegancies.	Freedom from Solecisms and Inelegancies.
Orderly Arrangement.	Orderly Arrangement.

6. Every exercise in school in which words are used should be made to aid in language training. Exercises in *oral* language should always precede those in *written* language. Reading, form, elementary science, geography, history, and arithmetic will furnish constant opportunities for practice in most forms of language work.

7. In recitations, encourage the children to talk freely. Do not repress them by constant criticism of their manners

work of an overburdened teacher. One who attempts to correct all the written exercises of her pupils will probably give about one-tenth as many exercises as should be given.

[Bracketed subjects to be taken in this year by such schools only as have the eight years course. "Lessons in English," Book I, to be in the hands of pupils in this grade.]

In this and subsequent grades the oral and written language work is to go on in parallel lines, as indicated in the previous outlines. The material for thought and expression is to be found in the study of form, science, geography, history, arithmetic, and in reading lessons. Ideas must be clear; thought must take definite shape. Children must be given time to think of what they want to say before they speak or write; cultivate thoughtfulness and deliberation. Use the reading lessons in the same way, in both oral and silent reading. Call attention to good models of language. Let children commit choice passages of prose and poetry to memory.

Throughout Book I there are many lessons for correlation of composition and elementary science. Before the pupil writes he should make careful observation and study from the object, if possible, and there should be one or more conversation lessons upon it. Questions will aid in the orderly arrangement of the child's sentences.

I. Oral Composition.

Talking: (a) Descriptions of objects, maps, pictures; (b) stories suggested by pictures; (c) reproduction from reading lessons and from information lessons; [(d) stories from history and other supplementary reading;] (e) conversations on social topics or points of common etiquette.

II. Written Composition.

Copying: Sentences, paragraphs, and selections from prose and poetry.

Letter Forms: Teach that proper names begin with capitals; that italics are meant by underlining script.

Continue use of diacritical marks.

Punctuation: (a) The comma, as in "Lessons in English," Book I, pages 45, 55, 57, 97.

(b) The apostrophe in plural possessives.

(c) The hyphen at the end of a line when a word is rightly divided.

[(d) Divided quotations.]

Abbreviations as they occur in common use, and in geography and arithmetic.

Word Forms: (a) Plurals in *es*. [(b) The sixteen plurals in *v. s.*] [(c) The nine plurals without *s.*] [(d) Formation of possessives.]

Continue drill on verb forms and pronoun forms commonly misused. [See Index, "Lessons in English," Book I.]

Dictation daily.

Letter Writing: Familiar letters. Folding of paper for insertion in envelopes. Envelope addresses.

[*Story Telling:* In this grade children should become familiar with some of the best short classic stories. Encourage the reading of them in books belonging to class and public libraries.]

Not for schools having the eight years course.

[Of the work outlined below, all that is necessary to be done in "eight-year" schools is distributed in the work of the preceding and the following years, as there indicated by the bracketed parts. It will replace work not indispensable to those years. "Lessons in English," Book I, to be in the hands of the pupils.]

I. Oral Composition.

The best oral language work is done in connection with *reading, geography, science*, and other school lessons. The order, "*Observation, thought, expression*," should be followed.

Pupils should first learn to *talk freely*. Correctness and the other virtues of good English will be acquired by degrees. Encourage the conversation about what is studied, especially about subjects of geography, history, and classic stories.

II. *Written Composition.*

Copying, occasionally from text-books, to teach orderly and tasteful arrangement of written work.

Letter Forms: Capitals in titles of books, etc. Capitals in proper names (in connection with geography). Capitals shown by underlining script with three lines. Practice in use of diacritical marks with dictionary.

Punctuation: The comma as in preceding grade. Quotation marks.

Abbreviations as they appear in current use in various studies and on pages 231, 232.

Word Forms: The sixteen plurals in *ves*. The nine plurals without *s*. Nouns ending in *o* form plurals in *s*. Teach as exceptions: *Cargoes, calicoes, echoes, heroes, mosquitoes, mottoes, negroes, potatoes, tomatoes, torpedoes, volcanoes, vetoes*. Drill upon possessive forms.

Continue practice in verb forms and pronoun forms. [See Index "Lessons in English," Book I.]

Dictation: Brief exercises involving capitals, punctuation, homonyms, daily throughout the year.

Letter Writing: Familiar letters written, folded, enveloped, addressed, and even mailed, if creditable—their subject-matter to include *narrative* and *descriptive* writing, based on personal experience, geography work, and lessons in plant and animal life. Furnish *outlines* for letters, to secure orderly arrangement.

Story Telling: In this grade children should become familiar with some of the best short classic stories. Encourage the reading of them in books from class and public libraries.

Choice of Words: Synonymous words and phrases studied.

GRAMMAR.

SIXTH YEAR.

TEXT.—Hoenshel's Complete Grammar.

The teacher should read the Preface, Suggestions to Teachers, and Hints on Teaching Part One. Become familiar with the author's ideas and methods, and follow the text closely.

FIRST MONTH. Go to page 36.

SUGGESTIVE COMPOSITION WORK FOR SIXTH YEAR.

Composition work of this year correlates closely with Primary History. The material for the biographies of the historical characters should be presented orally by the teacher in the general-exercise period twice a week, where the school program is crowded. If Primary History occupies a regular recitation period on the program for the sixth-year pupils, the composition exercises will serve the purpose of a weekly review. Other composition subjects for the year are based on the classic, Miles Standish, and on descriptions of familiar objects, landscapes, etc. Principal current events should also be made the subject of brief compositions.

SUGGESTIVE OUTLINES.

Indian:

1. The original home.
2. When first seen, and by whom.
3. Their manner of living.
4. Their industries.
5. Their religion.
6. Attitude toward white man.

7. Treatment by white man.

(a) Results.

1. Wars.

2. Treaties.

(b) Disposition fostered.

8. United States granting permanent homes.

Indian Child:

1. His ancestral home.

2. Industries.

3. Early education.

(a) Running.

(b) Swimming.

(c) Hunting.

(a) Ability to make required materials.

(d) Endurance.

4. Habits and customs.

The Twentieth Century Indian:

1. Where and how educated.

2. His usefulness.

3. His position in life.

4. United States assistance.

SECOND MONTH. Pages 36 to 48.

Emphasize the fact that the classification of words into parts of speech depends upon their use in the sentence. This must be kept constantly in mind.

Construction of words should be studied in connection with the work in reading and composition.

Continue previous instructions in composition work, giving special attention to paragraphing, margin, spelling, capitalization, and neatness. Accept no poorly prepared papers. You encourage carelessness when you accept anything short of the pupil's best efforts.

Composition work for this month: Write a story of Pocahontas.

THIRD MONTH. Pages 48 to 60.

Give thorough drill in selecting subjects and predicates, preparatory to analysis. Let pupils select from short sentences in the reader.

Composition work for this month: William Penn.

FOURTH MONTH. Pages 60 to 73.

Analysis should accompany diagramming. See suggestions for next month.

Composition work for this month: Joys of Christmas-time.

FIFTH MONTH. Pages 73 to 85.

The first week of this month should be spent in analysis. Begin with the simplest sentences, such as those found on page 58. The following is a good form:

1. (Sentence.) "Boys study." This is a simple declarative sentence, of which "boys" is the simple subject, unmodified. "Study" is the simple predicate, unmodified.

Note.—It will be necessary to teach the meaning of a few terms as you proceed. This can be done, if the teacher is careful in the beginning, and is persistent in following it up.

2. "The soldiers wore uniforms." This is a simple declarative sentence, of which "the soldiers" is the complex subject; "soldiers" the simple subject is modified by "the," a simple adjective element of the first class, etc.

Note.—Definitions: Adjective element is a word or group of words performing the office of an adjective. Complex subject is the simple subject with all its modifiers. First-class elements are words, second-class elements are phrases, third-class elements are clauses.

Follow these sentences by those containing compound and complex elements, but do not take up complex sentences until pupils can analyze simple sentences with ease and accuracy. Lesson 47 contains some good sentences.

Do not go too fast, but get the class well grounded in analysis of simple sentences.

The rules for capitalization and punctuation should be memorized. They are arbitrary, and the only way to master them is to memorize them. They should be "at the pencil's point" when needed, the same as the multiplication table. The tendency has been to slight memoriter work on account of the reaction from the inordinate stress laid upon it in former times.

Give emphasis to the lessons on *case*, and see that the subject is clearly presented. Give supplementary work, if necessary, until you are sure they understand as much of the subject as is presented in Lessons VIII and IX.

Paragraph 3, page 81, means *all* singular nouns; those ending in *s* as well as others. The tendency among the best writers is to use *'s* in forming the possessive of singular nouns ending with *s*; as. Charles's.

COMPOSITION WORK.

Topics: Henry Hudson. Begin the study of the classic, Miles Standish. Prepare for Kansas Day program.

Suggestions for Study of a Classic: Have pupils look up the meaning of all new words, and help them to get an understanding of all figurative expressions. Require short theme on the situation and surroundings at the beginning of the story. In study of the classic as a whole, consider general meaning; meaning of parts; words and phrases; ideas or facts new to the class; subjects of the separate paragraphs; characters of the story; references, allusions, etc.

SIXTH MONTH. Pages 85 to 96.

The most important part of this month's work is, perhaps, the proper presentation of the subject of parsing. Parsing is such a "bugbear" to children, usually, because they have not properly learned the order for parsing. Their trouble is not so much that they cannot tell the person, number, or other modification, as that they get mixed up

in the order of parsing, and are uncertain as to what should be given next. Hence, in learning to parse any part of speech, the first step is to learn a definite order for parsing, and it should be perfectly memorized and always followed.

It is a good plan to have pupils give reasons or definitions as they parse; as, John is a noun because it is the name of some person; run is a verb because it expresses action, etc. This should be followed until the pupils are perfectly familiar with the definitions and then dropped.

The form for written parsing given below is a time-saver for pupil and teacher; but should not be used until pupils are well started in the subject of parsing as suggested above:

<i>Columbus</i>	<i>was</i>	<i>a</i>	<i>sailor</i>
n.,	v.,	adj.,	n.,
prop.,	irreg.,	defin.,	com.,
mas.,	intran.,	indef. art.,	mas.,
3d,	act.,	not comp.,	3d,
sing.,	indic.,	mod. sailor.	sing.,
nom.,	past,		nom.,
sub. of was.	3d,		in pred.
	sing.,		with was.
	to agree		
	with sub.,		
	Columbus.		

Do not make the mistake of passing too rapidly over declension. Thoroughly memorize. For oral work use the old fashioned way, as follows: First person, singular, nominative I, possessive my, objective me; plural, nominative we, etc.

In oral parsing of the pronoun—gender, person, number *to agree with antecedent*. Verb—person and number *to agree with subject*. Insist that these be given, and see that they are understood.

Do not neglect the written work called for in the text. Emphasize accuracy and neatness.

Composition work continued as before.

Topic: George Washington.

Classic study: Describe Miles Standish, John Alden, Priscilla. Describe the interior of a Pilgrim home.

SEVENTH MONTH. Pages 96 to 108. Go very carefully over pages 96, 97, 98 and 99.

Distinguish carefully between transitive and intransitive verbs. Do not let pupils become confused when they take up passive voice. They often think a passive verb is intransitive.

Topics for composition work: Franklin. Write the story of Miles Standish. Pupils should tell the story in their own words.

EIGHTH MONTH. Pages 108 to 120.

The study of infinitives is first taken up this month. The teacher should give numerous examples, till the class can readily distinguish between infinitives and prepositional phrases beginning with *to*.

Put much time on rapid oral analysis and parsing. This can be done to good advantage in connection with black-board work. It is not enough that the sentence be diagrammed. The important thing is that the pupil be able to analyze the sentence and give the construction. This is the teacher's opportunity to train the pupils to think rapidly and to express their thoughts with clearness, accuracy, and fluency.

Continue composition as before.

Topic: Eli Whitney and his cotton-gin.

NINTH MONTH. Pages 120 to 130.

By this time the pupils should have well in mind a good form for analysis. This should be followed implicitly. A diagram is of no value unless it is a form of analysis, and the teacher should be sure that the pupils understand the meaning of the diagram.

Continue composition as before.

Topics: Daniel Webster and Harriet Beecher Stowe. History of a Loaf of Bread.

SEVENTH YEAR.

FIRST MONTH. Pages 130 to 139.

It will be well to review some easy work in analysis and diagramming before taking up the work of this month.

Composition work continued as before. Topics: Lincoln and Davis.

Word exercises. Select beginning phrases or clauses, and have pupils continue with a paragraph containing whatever is suggested to their minds.

Examples: Along the bank of the stream. Coming rapidly down the road. Through the dark, green forest.

Aim of exercises—to cultivate originality and spontaneity of expression. Pupils to write the first thoughts that suggest themselves when teacher writes or speaks the phrase. (See Hardy's Composition Exercises, Henry Holt & Co., New York.) Subjects correlated with the history work of the month: Columbus; La Salle's Exploration of the Mississippi (see White's History Outline); Letter-writing—informal invitations.

Letters should never be written to friends in lead-pencil.

SECOND MONTH. Pages 139 to 148.

Composition Work.—Compositions based on classic study: Grandfather's Chair. Suggested topics for short themes: Grandfather's Dream. Pine Tree Shilling. Salem Witchcraft. Subjects correlated with the history work of the month: First Settlements in Virginia. First Settlements in Massachusetts.

It is suggested that the teacher select a picture to display, from the Perry Pictures: Mother and Child, by Le Brun; Horse Fair, by Rosa Bonheur; or the Impudent Puppy, by Landseer. (Perry Picture Co., Malden, Mass.)

Have a place to display these pictures. Put up one at a time. Encourage pupils to study same and to ask questions about it. Require no work in this connection that will detract from the enjoyment.

THIRD MONTH. Pages 148 to 159.

Give special attention to the possessive case. Follow text closely.

Review Grandfather's Chair, having pupils write entire story in their own words. Letter-writing: Write an order for goods. For Thanksgiving week write a composition on the history of Thanksgiving, with reasons for celebration of this holiday.

Compare our Thanksgiving of to-day with the New England Thanksgiving of our Pilgrim fathers.

FOURTH MONTH. Pages 159 to 171.

Give special attention to the definitions given in this month's work. The pronoun and adjective deserve close study. Do not neglect declension. In Lesson 22 have pupils write sentences on paper, filling blanks with the correct forms of words. For class work, let pupil read sentences from the book, giving reasons for his choice.

Composition work for this month: Topics—A Colonial Home. The Puritan's Hardships on Two Continents. The Locomotive and the Stage-coach. Write an excuse for a pupil's absence from school.

Picture Study: (Perry Pictures.) "The Gleaner," by Millet.

FIFTH MONTH. Pages 171 to 185.

Do not neglect principal parts of verbs. Why called principal parts? Perform carefully the work called for on page 181. Teach thoroughly the rules for agreement of verbs with their subjects, and require many sentences illustrating them.

Composition work continued as before. Topics: Roose-

velt, Frances Willard, Clara Barton, McKinley. Suggestive outline on the story of a calico dress:

- | | |
|---------------------------|-------------------------|
| 1. Where I grew. | 6. My change. |
| 2. How I grew and looked. | (a) Cotton into thread. |
| 3. My home-leaving. | (b) Thread into cloth. |
| 4. My journey. | (c) Cloth into calico. |
| 5. My new home. | (d) Calico into dress. |

SIXTH MONTH. Pages 185 to 199.

Conjugation and synopsis. Conjugate! Conjugate! Conjugate! Many pupils (and some teachers) have not a clear distinction between a conjugation and a synopsis. Clear the matter up *now*. The ability to write a synopsis is the test of one's knowledge of a conjugation.

Composition work for month: A Description of Our Schoolhouse. The Story of a Pine Board.

SEVENTH MONTH. Pages 199 to 211.

Do not neglect Lesson 42. This lesson should be divided into two lessons, and oral exercises of this same nature should supplement this work.

Composition work as before. Topics: Picture Study—The Angelus. (Perry Pictures, No. 509.) Write a description of an ideal schoolroom. Write a letter of introduction.

EIGHTH MONTH. Pages 211 to 220.

Do not neglect work given on pages 214, 215 and 217.

Composition work: Legal Holidays and Other Holidays. Occupations Open to Boys. Write a letter of recommendation.

NINTH MONTH. Pages 220 to 232.

Continue analysis with diagramming.

Composition work: Occupation of a Family of Pioneers.

EIGHTH YEAR.

FIRST MONTH. Pages 232 to 245.

Follow the text closely, taking great care that the construction work is carefully done.

COMPOSITION WORK.

Read the classic, *The Great Stone Face*, by Hawthorne. Have pupils look up the meaning of all new words, and help them to get an understanding of all figurative expressions. Require short theme on the situation and surroundings at the beginning of the story. In study of the classic as a whole, consider general meaning; meaning of parts; words and phrases, ideas or facts new to the class; subjects of the separate paragraphs; characters of the story; references, allusions, etc.

SECOND MONTH. Pages 245 to 256.

Composition work as suggested on page 245. Write compositions on the following topics in review of *The Great Stone Face*: Describe the great stone face. Describe each person mentioned in the story. Write a composition on the lesson of the story. Have pupils write a review of the story as a whole. Make this last composition a study in paragraphing.

THIRD MONTH. Pages 256 to 267.

Composition work as follows: Occupations Open to Girls. Study a picture. (Perry Picture Co.) *The Shepherd's Chief Mourner*, by Landseer.

FOURTH MONTH. Pages 267 to 277.

Do not write "The Essay on the Verb" in Lesson XXIII, but with outline before him let pupil discuss without further notes. Write a letter ordering a dictionary, enclosing the price, \$12. Review the different parts of a letter, and drill pupils in writing the superscription and subscription of letters, laying special stress on punctuation.

FIFTH MONTH. Pages 277 to 287.

Composition work: Study the classic, *The Vision of Sir Launfal*. Follow suggestions for study of *The Great Stone Face*. Oral work on the following topics: Describe the Juneday. Describe Sir Launfal as he was at the beginning of the narrative. Tell in order the events that took place in his dream (being careful not to confuse any of these events with those preceding and following). Describe the beggar. Describe Sir Launfal's castle, giving only details that the poem suggests. Describe the winter day. Tell all you can about the Holy Grail. Describe Sir Launfal as he appears at the close of his dream-wanderings. Contrast his character before and after his dream.

SIXTH MONTH. Pages 287 to 295.

Fully half of the month's time should be spent in analysis and diagramming of difficult sentences. If more sentences than are given in the book are needed, select from readers.

Composition work: Write a review of the classic, *Sir Launfal*. Make a study of Lowell's biography.

SEVENTH MONTH. Review the noun, using outline found on page 245. Review the pronoun, requiring the pupil to make his own outline. Review the first half of Part III. Teacher consult other texts. Encourage pupils to do the same. Give frequent written tests. Use county examination questions, etc.

Composition work for the month: Topics—Our Postal System. The Meaning of our State Motto, including the significance of the state seal.

EIGHTH MONTH. Review the adjective, requiring the pupils to make their own outline. Review the second half of Part III. Heed suggestions of seventh month.

Composition work for month: Topics—Modes of Travel,

Ancient and Modern. Picture study. (Perry Picture Co.)
The Shepherdess, by Le Rolle.

NINTH MONTH. Review the verb according to outline found in Lesson XXIII. Review the essentials found in Part IV. Heed suggestions of seventh month.

Composition work: Topic—How I would like to Spend the Summer.

SPELLING.

FIRST YEAR.

For the first three months, follow directions in Ward's Manual, pages 29 to 31.

FOURTH MONTH. Use sight-words in sentences and spell phonetically.

FIFTH MONTH. Dictate sentences made from sight-words in reading lesson.

SIXTH MONTH. Written spelling from dictation.

SEVENTH MONTH. Written spelling from dictation.

EIGHTH MONTH. Select words from day to day that have been missed in reading lessons. Make a list of these, and drill on them until pupils can spell them. Keep the list within the ability of the class. Spell orally.

NINTH MONTH. Continue the work of the seventh and eighth months. Drill! Drill! Drill!

SECOND YEAR.

Words to be taken from the Reader. For method, see pages 29 and 69, Ward Manual. Use both methods.

Make a list of hard words from each month's work. Keep a word in a list until it has been learned. These words should always be 'within the range of the pupils' vocabulary. Keep list of the week's work upon black-board, to be used as seat-work in many ways. This may

be supplemented by using the first twenty lessons of Rathbun's Graded Speller. Text in hands of teacher only.

THIRD YEAR.

Words to be taken from the Reader. Spell phonetically and by letter.

Pronounce and spell difficult words of *all* lessons of each month. Make lists from the reading lessons, the arithmetic lessons, the language lessons, etc., and drill on them until they are learned. A list of 50 or 100 words learned during any given month is far better than twice the number haphazardly gone over.

This work is to be supplemented by Lessons 20 to 50 of Rathbun's Graded Speller. Place text in hands of pupils.

Drill on the diacritical markings.

Note carefully the value of the dictation lessons.

A few lessons in how to use the dictionary will be of great value to your pupils.

FOURTH YEAR.

TEXT.—Rathbun's Graded Speller, Part II.

The work in spelling for fourth, fifth, and sixth grades is arranged so that in each month about half the time allotted to that branch is given to the study and drill of the words taken from the reading, geography, grammar, and arithmetic lessons studied during the month. The remainder of the time to words from the speller.

The aim in so arranging the work in spelling is to familiarize the pupils with the words necessary to the understanding of daily lessons. The teacher is to make his own selection of words from all the branches beforehand, and teach them before needed. To illustrate more clearly: From first month's assignment in reading, select difficult words from each; do likewise from first month's assignment in grammar, geography, and arithmetic. Divide list of

words by twenty, to ascertain the number of words to be taught in addition to daily spelling lessons from speller. Some of the words may be taught daily in connection with the reading, but in order to have pupils learn to read well three-fourths of the reading period must be devoted to reading. The child should be familiar with the words in the lesson before he reads that lesson.

Read author's note at beginning of Part II of text.

FIRST MONTH. Lessons 1 to 9.

SECOND MONTH. Lessons 9 to 18.
Follow directions of the text closely.

THIRD MONTH. Lessons 18 to 28.

FOURTH MONTH. Lessons 28 to 36.
Impress importance of note following Lesson 29.

FIFTH MONTH. Lessons 36 to 45.
Give much drill in diacritical markings, in the marking of accent and dividing words into syllables. Continue throughout the year.

SIXTH MONTH. Lessons 45 to 54.

SEVENTH MONTH. Lessons 54 to 63.
Work out thoroughly Lesson 59.

EIGHTH MONTH. Lessons 63 to 71.
A list of words frequently misspelled should be kept for special review.

NINTH MONTH. Lessons 71 to 80.
Be sure pupils can spell all words assigned for this year's work.

Never omit a dictation lesson. Teach your pupils to *use* the words they learn to spell.

FIFTH YEAR.

TEXT.—Rathbun's Graded Speller, Part II.

Follow suggestions given at beginning of fourth year spelling. If followed, the work of the teacher is facilitated by the pupil's knowledge of words in the daily lesson.

FIRST MONTH. Lessons 81 to 89.

Follow suggestions of text closely. Do thorough work.

SECOND MONTH. Lessons 89 to 98.

Commit to memory most common prefixes and meanings.

Give a few days' drill on this work.

THIRD MONTH. Lessons 98 to 108.

FOURTH MONTH. Lessons 109 to 115, and review work of previous months.

FIFTH MONTH. Lessons 115 to 124.

SIXTH MONTH. Lessons 124 to 131.

SEVENTH MONTH. Lessons 131 to 140.

EIGHTH MONTH. Lessons 140 to 149.

NINTH MONTH. Lessons 149 to 156.

Do not forget to make a list of words often misspelled.

Have a good old-fashioned spelling-match on the year's work.

SIXTH YEAR.

TEXT.—Rathbun's Graded Speller, Part II.

FIRST MONTH. Lessons 157 to 167.

See all notes and explanations made by the author and follow the plan of the book closely.

Give a thorough drill on each month's assignment.

SECOND MONTH. Lessons 167 to 178.

Review diacritical markings of letters.

THIRD MONTH. Lessons 178 to 188.

This is a very important assignment. Lessons 184-186 demand special attention.

FOURTH MONTH. Lessons 188 to 199.

FIFTH MONTH. Lessons 199 to 209.

SIXTH MONTH. Lessons 209 to 219.

SEVENTH MONTH. Lessons 219 to 229.

EIGHTH MONTH. Lessons 229 to 239.

NINTH MONTH. Lessons 239 to 249.

SEVENTH YEAR.

TEXT.—Rathbun's Graded Speller, Part III.

It is recommended that for this year both seventh- and eighth-year pupils do the work given under assignment for the seventh year.

There is no more important work in the text than the first seventy-seven lessons in Part III.

Let this work be thoroughly done.

FIRST MONTH. Lessons 1 to 9.

Let definitions be memorized and examples given.

SECOND MONTH. Lessons 9 to 17.

Give written review of abbreviations.

THIRD MONTH. Lessons 17 to 25.

Lessons 21 to 24 should be worked out on the black-board.

FOURTH MONTH. Lessons 25 to 33.

Drill on definitions and examples.

FIFTH MONTH. Lessons 33 to 41.

SIXTH MONTH. Lessons 41 to 49.

Follow directions of the text closely. Pupils should have a good dictionary in their hands.

SEVENTH MONTH. Lessons 49 to 57.

Prefixes and suffixes. Commit to memory, with examples.

EIGHTH MONTH. Lessons 58 to 68.

Commit to memory rules for spelling, and illustrations under each rule.

NINTH MONTH. Lessons 68 to 78.

Let teacher develop carefully Lessons 72 to 76.

EIGHTH YEAR.

TEXT.—Rathbun's Graded Speller, Part III.

Read introduction to assignment for seventh year. It is recommended that eighth-year pupils do the same work in this subject as seventh-year pupils *for this year*.

FIRST MONTH. Lessons 78 to 93.

SECOND MONTH. Lessons 93 to 108.

THIRD MONTH. Lessons 108 to 123.

FOURTH MONTH. Lessons 123 to 138.

FIFTH MONTH. Lessons 138 to 153.

SIXTH MONTH. Lessons 153 to 168.

SEVENTH MONTH. Lessons 168 to 183.

EIGHTH MONTH. Lessons 183 to 198.

NINTH MONTH. Lessons 198 to 211.

PENMANSHIP.

FIRST YEAR.

All writing for the first year should be in a large oval hand. Make one-space letters three-eighths of an inch high and other spacings accordingly. Remember that movement and principles are the things to be sought.

Use pencil only with single-spaced paper.

SECOND YEAR.

The Outlook Writing System.

Writing Book I; Copy Slip I; Practice Book A.

Begin the use of pen and ink.

THIRD YEAR.

The Outlook Writing System.

Writing Book II; Copy Slip II; Practice Book A.

FOURTH YEAR.

The Outlook Writing System.

Writing Book III; Copy Slip III; Practice Book B.

FIFTH YEAR.

The Outlook Writing System.

Writing Book IV; Copy Slip IV; Practice Book B.

SIXTH YEAR.

The Outlook Writing System.

Writing Book V; Copy Slip V; Practice Book C.

SEVENTH YEAR.

The Outlook Writing System.

Writing Book VI; Copy Slip VI; Practice Book C.

EIGHTH YEAR.

The Outlook Writing System.

Writing Book VII; Practice Book D.

DRAWING.

FOR THE ENTIRE COURSE.

It is not needful to reproduce here the excellent "Suggestive Grade Outlines" which accompany the Prang Elementary Course in Art Instruction. This outline may be obtained gratis by sending to the Prang Educational Company, Chicago, Ill.

Teachers will find the Teachers' Manuals, published by the same company, a great aid in the development of this subject. They are as follows:

TEACHERS' MANUALS.

- One art instruction in primary grades, first year.
- One art instruction in primary grades, second year.
- One manual for drawing-book, third year.
- One manual for drawing-book, fourth year.
- One manual for drawing-book, fifth year.
- One manual for drawing-book, sixth year.
- One manual for drawing-book, seventh year.
- One manual for drawing-book, eighth year.

PUPILS' DRAWING-BOOKS.

- One drawing-book, third year.
 - One drawing book, fourth year.
 - One drawing-book, fifth year.
 - One drawing-book, sixth year.
 - One drawing-book, seventh year.
 - One drawing-book, eighth year.
- No pupils' drawing-books are provided for the first and second years.

ARITHMETIC.

FIRST YEAR.

Number work the first year should be very informal and closely correlated with the lessons in reading and language. The work as outlined is based on Van Amburgh's First Days in Number for the first and second years. The introductory chapter should be read carefully by each teacher. No other operations should be taught than those given therein. Text to be in the hands of the teacher only.

FIRST MONTH. Pages 9 to 18.

Count to 10. Teach numbers by objects only. Teach to write numbers to 5. Teach pupils to recognize groups of objects to 5.

Use many objects, and spend the month getting the idea of number. Do not attempt to do much, if any, combination work. Supplement the work given in the text whenever class needs require. Teach the combinations for 2.

SECOND MONTH. Pages 18 to 27.

Count to 30. Write numbers to 15. Teach the combinations of 3 and 4. Drill thoroughly on all work attempted. Do not try to do too much.

THIRD MONTH. Pages 27 to 36.

Count to 50. Write numbers to 20. Review combinations of 2, 3 and 4, and teach the combinations of 5. Teach the Roman notation to V.

FOURTH MONTH. Pages 36 to 48.

Count to 75. Write and read numbers to 25. Teach the combinations of 6 and 7. Teach the Roman numerals VI and VII.

FIFTH MONTH. Pages 48 to 56.

Count to 100. Write and read numbers to 50. Teach the combinations of 8. Review the combinations of 6 and 7. Review all the Roman numerals taught.

SIXTH MONTH. Pages 56 to 63.

Count by 2's to 10. Write and read numbers to 75. Teach the combinations of 9, and review 4, 6, and 8. Teach the Roman numerals VIII and IX.

SEVENTH MONTH. Pages 63 to 72.

Constantly review. Give varied animated drills. Have class do much original work by bringing their own material to illustrate the little problems they may make.

EIGHTH MONTH. Pages 72 to 83.

Count by 2's to 20. Write and read numbers to 100. Teach the combinations of 10. Teach Roman numeral X. Do much original work. Do much review drilling, making the review drills largely oral. Make and solve simple concrete problems involving the fundamental operations.

NINTH MONTH. Review carefully all work gone over. Drill for rapid work.

Do not attempt to go beyond the assignment for this year. As much work has been outlined as should be attempted by any first-year class.

SECOND YEAR.

The number work for this year is based on Van Amburgh's *First Days in Number*. The book to be in the hands of the teacher but not in the hands of the pupils.

Make many problems; be rapid and accurate. Require all board- and seat-work to be done neatly. Language forms, both oral and written, should be used to state the relations learned. Much of the material in the text may be placed on the board and copied for seat-work. While

this may assist the teacher in solving the problem of "busy-work," be careful that too much written work is not given, and do not allow the copying of work from the board to take the place of the recitation.

FIRST MONTH. Review all of the first-year work, and in addition take pages 83 to 87 of the text, which is review also. Teach Roman numerals to XV.

SECOND MONTH. Pages 87 to 95.

Teach the combinations of 11, 12, and 13. Teach the Roman numerals to XX. Drill in writing and reading of numbers to 200.

Be thorough. Make most of the drill oral. Do not allow written work to predominate.

THIRD MONTH. Pages 95 to 105.

Teach the combinations of 14, 15, and 16. Teach the Roman numerals to XXX. Teach the writing and reading of numbers to 500.

FOURTH MONTH. Pages 105 to 115.

Teach the combinations of 17, 18, and 19. Teach the Roman numerals to XL. Teach the writing and reading of numbers to 700.

FIFTH MONTH. Pages 115 to 123.

Teach the combinations of 20. Teach the Roman numerals to L. Teach the writing and reading of numbers to 1000. Review all the combinations taught this year.

SIXTH MONTH. Pages 123 to 132.

Miscellaneous work. Be thorough. Supplement freely.

SEVENTH MONTH. Pages 132 to 140.

EIGHTH MONTH. Review pages 95 to 123. Give much supplementary work.

NINTH MONTH. Give practical work involving thorough drill on all work to date.

Wooster's Elementary No. 1 in the hands of the teacher will furnish ample material for this work.

THIRD YEAR.

TEXT.—Myers-Brooks Elementary Arithmetic, pages 13 to 107.

The book should now be put in the hands of the pupil.

FIRST MONTH. Pages 13 to 25.

NOTE.—Have pupils answer measuring problems first by estimating distances or quantities. Then measure, and compare measures with estimates. Follow this plan *regularly*.

Measuring. Have pupils use standard units.

1. Length.
2. Surface.
3. Incidental work in easy multiples.

Simple Fundamental Operations.

1. Addition.
2. Multiplication.
3. Subtraction.
4. Division.

Explanation and use of the signs.

Table of Fours. Have pupils use the standard units.

1. Uses. Liquid and Dry Measures.
2. Building the Table. Development.
3. Application of Fours. Weight.

SECOND MONTH. Pages 26 to 39.

NOTE.—Always teach slowly and carefully the process first, then drill and apply for facility. Do not teach by *drill*.

Table of Fives.

1. Uses. U. S. Money and Time. Use coins.
2. Building of the Table. Development. Use blocks or have the pupils draw the squares.

3. Application of the Table. Have pupils make and solve problems.
4. Reviews of 2's, 3's, 4's, and 5's. Review exercises to be brief, brisk and frequent.

THIRD MONTH. Pages 40 to 52.

Fundamental Operations.

1. Simple development of Addition, Subtraction, and Multiplication with exercises and applications. Do not try to teach all there is to an operation the first time it is met. Pupils should make and solve many problems under each topic. Let the problems be *children's* problems, not adults' problems. A child's interest in formal work, even when easy, is real, but very short-lived. This variety of interest is soon outgrown. Problems must have *content*.

FOURTH MONTH. Pages 53 to 60.

Fundamental Operation.

1. Simple development of Division with use of terms. Do not insist on too much at the start.
2. Application of the fundamental operations. Easy problems about children's affairs.

Simple Drawing to Scale. Do not try to exact too great precision.

FIFTH MONTH. Pages 61 to 67.

Table of Sixes.

1. Uses. Linear Measure. Have children use standards of measurement. Answer problems in the text-book first by estimate, then by measuring.
2. Building of Table.
3. Application. Have children make and solve problems about their own concerns.

Box Making. Make pebble boxes; boxes for crayons, pencils, etc. Page 67 is not to be taken all at once, but as

slowly as one problem a day, if necessary, until the idea is grasped.

SIXTH MONTH. Pages 68 to 73.

Problems in Fundamental Operations. School Garden. Have children measure and find areas of gardens at home. Table of Sevens.

1. Uses. Time.
2. Building Table.
3. Application. Pupils make and solve local problems.

SEVENTH MONTH. Pages 74 to 88.

Table of Eights.

1. Uses. Dry Measure. Exhibit and use standards.
 2. Building Table. Use also standard units in building table.
 3. Application. Pupils make and solve local problems.
- Measuring Solids. Building Solids. Have pupils build solids out of cubical blocks.
- Contents of Boxes. Measure and find capacity of actual boxes.

EIGHTH MONTH. Pages 89 to 97.

Table of Nines.

1. Uses. Square Measure. Have pupils draw on blackboard a square yard and divide it into square feet.
 2. Building Table. Drill; short and brisk.
 3. Application. Make and solve local problems.
- Weight. Use scales in actual weighing if practicable. Have pupils first estimate and then weigh objects.

NINTH MONTH. Pages 98 to 107.

Table of Tens.

1. Building Table.
2. Application of U. S. Money. Show that the ordinary way of writing numbers simply groups *the cents, the dimes, and the dollars* separately.

Fundamental Operations in U. S. Money.

Uses of Elevens and Twelves.

Drills, short and brisk, in fundamental operations. Cost of meals.

FOURTH YEAR.

Elementary Arithmetic, pages 108 to 184.

FIRST MONTH. To precede this year's work, review fundamental operations, pages 43, 45, 49, 54 and 55. Review tables 76, 77, 90, 91, and numerous easy exercises.

Have pupils make tables of exercises on Sixes, Sevens, Eights, Nines, Tens, Elevens and Twelves like those on pages 38 and 39.

SECOND MONTH. Pages 108 to 117.

General work in measurements, to include the review suggested above and

1. Measuring a Flower Garden.
2. Purchases and Wages. Be careful that problems are understood.
3. Problems on Candy Rules.

Table of Elevens.

1. Building Table. Precede this with brief review of page 104.
2. Drill on Table. Remember careful teaching must precede drill.

THIRD MONTH. Pages 118 to 123.

Table of Twelves. Preceded by some problems from page 105.

1. Uses. Linear Measure. Give pupils time to work out the problems.
2. Building Table.
3. Application of Table. Do not hasten the drill. Drill without concentration is a waste of time. Give many easy formal exercises before drilling.

FOURTH MONTH. Pages 124 to 137.

Many easy exercises on the tables—5's, 6's, 7's, 12's.

Writing and reading numbers.

Easy exercises on the tables—3's, 6's, 9's, 11's, 12's.

Have pupils think through the problems, and give approximate answers. Then solve.

Scale Drawing.

Easy exercises on the tables—2's, 4's, 8's. Pupils think through the problems with the teacher. Then solve.

Measures of Weight.

The Dozen.

FIFTH MONTH. Pages 138 to 150.

Fundamental Operations. Proceed slowly and carefully until pupils thoroughly understand process.

1. Exercises and problems in Addition.
2. Application.
3. Exercises and problems in Subtraction. Drill, and plenty of it, *but* not until the process is fully understood.

SIXTH MONTH. Pages 151 to 161.

Fundamental Operations. Teach multiplication carefully before *drilling* on it.

1. Multiplication problems for practice.
2. Drill in Multiplication.
3. Division—Long. Teach division process carefully before drilling, then do not fear to drill on it.

Drill in Division.

SEVENTH MONTH. Pages 162 to 167.

Exercises in Division. Teach process again, if necessary. Practice in the fundamentals.

EIGHTH MONTH. Pages 168 to 178.

Area of Triangles.

Fractions, carefully thought out. Then formal exer-

cises. Do not try to teach everything about fractions at first. First, see that the measuring function of a fraction is understood.

Mixed Numbers taught.

Exercises for practice in miscellaneous problems.

Exercises.

NINTH MONTH. Pages 179 to 184.

Reviews and exercises for practice on fundamentals.

1. Problems in Time. Make problems.
2. Buying groceries. Make problems.

FIFTH YEAR.

TEXT.—Elementary Arithmetic, pages 185 to 278.

FIRST MONTH. To precede this year's work review and extend all tables in $+$, $-$, \times , \div , pages 38, 39, 63, 71, 77, 91, 99, 117, 121, and hold pupils to a reasonable degree of mechanical precision. Train in accuracy by estimating; then measure or solve problem and compare results with estimates. Review pages 45, 47, 146, 147, 148; 49, 152, 153; 53, 54, 55, 158, 159, 160. See that processes are understood and then fix by drill. Review pages 40, 41, 43, 138, 139. Review names and signs and use them, in order that mathematical terms may become familiar. Pages 55, 138, 148, 153, 160.

SECOND MONTH. Pages 185 to 196.

Reviews and exercises for practice:

1. Measures of distance.
2. $12\frac{1}{2}$ as a multiplier.
3. Time and Distance.

Have pupils think problems through and give approximate answers. Then solve them.

Make problems and solve them.

THIRD MONTH. Pages 197 to 209.

Measuring Surfaces. Have pupils make measurements.

Application of square measure.

Division review.

Values—simple ratio—without terms or definitions.

Exercises for practice.

FOURTH MONTH. Pages 210 to 217.

Triangles. Area.

Exercises in fundamentals. Problems in time.

FIFTH MONTH. Pages 218 to 229.

Solids and capacity. Cubic measure.

Applications of liquid measure.

Sixteen as a multiplier. Applications of dry measure.

SIXTH MONTH. Pages 230 to 241.

Sixteen and two-thirds as a multiplier.

Reading and writing numbers.

Exercises in Addition and Subtraction for speed. Let pupils see how much they can get correct in 5 minutes.

Review in Multiplication and Division.

Exercises for practice.

SEVENTH MONTH. Pages 242 to 261.

Weighing, Time, Counting Paper.

Denominate Numbers. Use measures.

Bills and Accounts. Pupils make bills and draw up accounts.

EIGHTH MONTH. Pages 262 to 271.

Fractions.

1. Adding.
2. Subtracting.
3. Multiplying.
4. Dividing.

NINTH MONTH. Pages 272 to 278.

Decimal Fractions.

Simple problems in percentage.

SIXTH YEAR.

TEXT.—Myers-Brooks Grammar School Arithmetic, pages 1 to 108.

NOTE.—Teachers should study carefully Myers-Brooks Elementary Arithmetic, preface and contents, before teaching the Grammar School Arithmetic, in order that they may enter thoroughly into the spirit of the work, and be able to meet consistently the needs of the pupils when they arise.

However, the Grammar School Arithmetic is complete and well adapted to pupils entering their sixth school year. Like the Elementary, it will teach itself if followed consistently from the beginning.

The preface should be read carefully and thoughtfully.

The "Introduction," comprising the first ten pages, has a twofold value:

1. A review or connecting link between the preceding and succeeding work.
2. A psychological value. See preface, p. v, par. 4.

FIRST MONTH. Pages 1 to 15.

Measurements for review of fundamentals and to show that arithmetic is called for in problems of every-day life.

Notation and Numeration.

SECOND MONTH. Pages 15 to 35.

Addition (formal). First teach formal process, then work problems, then drill; select such problems as have a local value. Problems must have content.

Subtraction (formal). Proceed as with addition. Select problems. Do not require each pupil to work all the problems, but assign different problems to each; a means of cultivating independence and individual responsibility. In many problems determine processes and estimate results without solving them.

THIRD MONTH. Pages 35 to 50.

Formal Multiplication.

1. Uses. Problems worked by common-sense understanding of what is wanted.
2. Formal study of processes involved in problems.
3. Problems—Problems worked by laws of multiplication. Factoring—Generalized number and algebra. Teach carefully.
4. Applications.

FOURTH MONTH. Pages 50 to 65.

Division.

1. Uses.
2. Formal study.
3. Problems.

Tests of divisibility. Methods of shortening division.
Easy algebraic problems.

FIFTH MONTH. Pages 66 to 75.

Division and its applications. Problems of daily life.
Cancellation. Related problems.

SIXTH MONTH. Pages 76 to 87.

Bills and Accounts.

Equations.

Exercises for practice.

SEVENTH MONTH. Pages 87 to 98.

Measurements of surface, value, length and distance,
volume and capacity. Weight. Let pupils solve easy
problems orally, and, first, by estimate.

EIGHTH MONTH. Pages 98 to 105.

Measurements of temperature, of time, of land, and plotting
measures.

NINTH MONTH. Pages 105 to 108.

NOTE.—See that pupils *know* the multiplication tables,

combinations in addition, separations in subtraction; the meaning of add, subtract, multiply, divide; sum, remainder, product, quotient; addend, minuend, subtrahend, multiplicand, multiplier, dividend, divisor, fractions; when to add, subtract, multiply, divide. If the pupils have not studied Myers-Brooks Elementary Arithmetic, teach carefully and see that they understand pages 190, 230, 272, 273, 274, 275, 276, 277, 278 in the Elementary book before taking up Percentage, pages 105 to 108, Grammar School Arithmetic.

Percentage as a system of measurement by hundreds. Six per cent. method.

Simple interest. Finding interest by 6 per cent. method. Teach carefully.

SEVENTH YEAR.

TEXT.—Grammar School Arithmetic, pages 109 to 235.

FIRST MONTH. If Myers-Brooks Arithmetics are studied for the first time in the seventh grade the note at the beginning of the sixth year's work should be carefully observed.

Review notation and numeration, pages 11, 12, 13, 14, 15; see that pupils understand processes explained on pages 16, 17, 18, 27, 28, 36, 37, 41, 42, 43, 44, 50 to 56, 58, 62 to 65, 70.

Review work as outlined in this pamphlet for the ninth month, sixth year.

SECOND MONTH. Pages 109 to 131.

Common uses of Numbers, to show connection with real problems, and for review.

Problems about trains. Areas from scale drawings.

Ratio and Proportion.

Teach carefully pages 264 to 271, Myers-Brooks Elementary Arithmetic.

Fractions as ratios.

Common fractions, with definitions and rules.

THIRD MONTH. Pages 131 to 145.

Fractions reduced and all operations applied to them.

FOURTH MONTH. Pages 145 to 158.

More difficult fractions and their applications. Mixed numbers. Complex fractions.

Examples for practice. Dividing lines and drawing to scale.

Reviews of work gone over in fractions.

FIFTH MONTH. Pages 158 to 176.

Proportion, formally taught and applied to real problems.

Teach carefully pages 272 to 276, Myers-Brooks Elementary Arithmetic.

Decimal Fractions. Numeration, reduction, operations and uses.

Related problems, and exercises for review.

SIXTH MONTH. Pages 176 to 196.

Applications of all fundamentals. Circumferences of circles, original problems, specific gravity, area of circle.

Teach carefully pages 254 to 257, Myers-Brooks Elementary Arithmetic.

Denominate numbers taught with tables of units and applied practically.

SEVENTH MONTH. Pages 196 to 207.

General exercises and problems on Denominate numbers.

The Metric System taught and applied.

EIGHTH MONTH. Pages 207 to 225.

Teach carefully pages 277 and 278, Myers-Brooks Elementary Arithmetic.

Review pages 105 to 108, Myers-Brooks Grammar School Arithmetic.

Percentage and its applications in elementary science and in ordinary affairs, as gain and loss, commission, marking goods, etc.

Algebraic forms of percentage.

NINTH MONTH. Pages 225 to 235.

Interest and its varied applications to business.

Promissory Notes. Discounting Notes.

Partial Payments.

EIGHTH YEAR.

Grammar School Arithmetic, pages 236 to 336.

FIRST MONTH.

If Myers-Brooks Arithmetics are begun in the eighth grade, the first month should be devoted to the work outlined for the first month, seventh year, in this pamphlet.

SECOND MONTH. Pages 236 to 243.

Review pages 131 to 138, 140 to 146.

Common uses of number.

Pressure of air.

Applications of former processes to transportation problems.

Review pages 272 to 276, Myers-Brooks Elementary Arithmetic, and pages 162 to 175, Grammar School Arithmetic.

Problems on drawing loads—reviewing decimals.

THIRD MONTH. Pages 244 to 259.

Modeling cubes and prisms.

Paper folding for relations as to position of lines in a triangle.

Perimeters of plane figures. Geometry and algebra cor-

related as a basis for mensuration of more complicated figures.

Angles and arcs measured. Table of units.

FOURTH MONTH. Pages 259 to 267.

Angles added and subtracted. Angles in plane figures.

Products of sums and differences of line applied to mensuration of areas and comparison.

Locating and describing places on earth. Problems.

FIFTH MONTH. Pages 268 to 280.

Review pages 266 and 267.

Longitude and Time.

Table and problems.

Standard Time problems.

Mensuration of areas, and of roofing and brickwork, application to useful problems. Land measure (assessment lists).

SIXTH MONTH. Pages 280 to 298.

Mensuration of volumes of cylinders, cones, prisms, spheres and problems.

Construction of easy ornamental forms calling for important geometrical facts.

The hypotenuse of a right triangle constructed and computed from sides.

Squares and square roots.

Cubes and cube roots.

Ratio and proportion, applied to triangles of same shape and to useful measurements, giving reviews of decimals, of ratio and proportion.

SEVENTH MONTH. Pages 298 to 307.

Teach carefully pages 190, 230, 277, 278, Myers-Brooks Elementary Arithmetic, and pages 105 to 108, and 207 to 214, Grammar School Arithmetic.

More difficult applications of percentage to insurance, to taxes, to trade discounts, to stocks and bonds.

Compound interest, customary form of it. Problems.

EIGHTH MONTH. Pages 307 to 322.

Easy problems in which letters are used to denote numbers.

Review page 85.

Equation used in common problems.

Principles for using equation. Illustrated by exercises.

Algebraic problems.

Statements in words and symbols.

Problems for either arithmetic or algebra.

Formal algebraic problems.

NINTH MONTH. Pages 322 to 336.

Equations containing two unknown numbers.

Uses of equation.

Applied algebra (graduation of thermometers).

Problems in converting readings from Fahrenheit to Centigrade, and the reverse.

Methods of shortening and checking calculations, calling for algebraic separation of numbers.

Shortened Addition, Subtraction, Multiplication, Division, and Square Root, affording a review of the customary methods of carrying out these processes.

Review selected problems, showing advantages of shortening and checking calculations.

Problems for general review of grade work.

GEOGRAPHY.

THIRD YEAR.

TIME.—Four months, beginning with the first month.

The work as outlined for the first four months of the third year is intended as a basis for a series of bright, interesting talks on simple and familiar things. Such oral work will be of great help in increasing the child's vocabulary and give him facility in using it.

FIRST MONTH. Teach directions—in the school, from the school, from the home to the school, from the home to other places ; where the sun rises, where the sun sets ; things found in the school ; their uses ; what they are made of ; where they came from ; how they were brought to us ; useful things in the home ; why they are useful ; how brought to us.

SECOND MONTH. The tools used on the farms ; what they are used for ; what they are made of ; how brought to us ; the things raised on the farms ; what they are useful for ; how used ; where they are sold ; how they are taken to the people who need them ; what they give in exchange for them ; where wheat is changed to flour ; corn into meal ; the hogs and cattle and sheep into pork and beef and mutton ; the foods made from flour ; the forms of meat foods ; how preserved, etc.

THIRD MONTH. The animals found on the farms ; for what they are useful ; what they eat ; how they are clothed ; how protected in winter ; things they must have to keep them well and useful ; the little wild animals found on the farms ; how they live ; what harm they do ; in what ways

they are useful; the homes they make for themselves; how they are protected from the cold; how they protect themselves from their enemies; where they go in the winter.

FOURTH MONTH. The seasons of the year; what the winter brings; what the plants do in the winter; where the birds go; how they find their food; what the cold does to the water of the springs, streams, and ponds; how the ice is useful; why boys and girls like the winter; how the snow keeps things warm; what happens to the snow and ice when the spring comes; where the water goes; what it carries with it; how some soaks into the ground, and what becomes of it; how some passes into the air, and what becomes of it; etc.

(For the fifth, sixth, seventh, eighth and ninth months' work this year see the outline in Physiology.)

FOURTH YEAR.

This outline is intended to assist the teacher in using the text—King's Primary Geography—so as to get the best results.

The author had a definite purpose, and has followed a logical, natural plan in working out that purpose. Read the author's preface very carefully. Try to get in harmony with his idea and plan. Read, also, his directions to teachers, and strive to follow the spirit of investigative study. Teach geography of the school-grounds. Work from the known to the unknown. Compare frequently. The child's knowledge, at best, will be largely comparative. He will know the size of a lake by comparing it with a pond he has seen. Rivers are only enlarged creeks, creeks only enlarged rivulets. The work of water in wearing away the surface can be shown on almost any school-ground in Kansas. Do not fail to train the pupil's power of observing natural phenomena.

FIRST MONTH. Begin text. Pages 1 to 10.

1 Land forms: Hills and valleys—slope of the hill; fields—on top or on slope. Surface of the earth: land and water.

Animals and plants.

Brooks, creeks, “draws.”

2. Directions: The rising sun; the setting sun; shadows; causes of shadows; direction of shadows with reference to the sun and the object causing the shadow. The north star; the “big dipper.”

3. Relation of level top of hill and plateau; watershed; water flows down the slope. High hills and mountains; a ridge; a range; a mountain chain. Valleys: shape; the brook in the valley; the source of the brook—a spring. A waterfall. A river: its current, bed, banks; its work: carries pebbles, soil, etc., worn from banks and bed. Use of rivers: steamboats; commerce.

4. Land and water forms: A pond; a lake; a bay; an island; a peninsula; isthmus; strait; cape.

5. Winds: What are they? How they bring us fresh air; hot winds; cold winds; carry dust and seeds; move ships and clouds; rain; hail; snow; mist; fog; vapor; condensation of vapor.

6. The seasons: Shorter days and longer nights; sun farther south and lower. Work of the farm in the various seasons. Games of the seasons. Where are the birds, toads, frogs, snakes, etc., in the various seasons?

7. Soil: Loam; clay; gravel; sand. The breaking down of rock material by the action of water, frost and air. Use of soil.

8. Prairies: Flat, and rolling.

Kinds of grass: Blue-grass, timothy, clover and alfalfa as examples of tame grasses. Buffalo-, blue-stem and bunch-grass as varieties of wild grasses.

Occupations of the people of the prairie plains.

SECOND MONTH. Pages 11 to 17.

1. The earth and its motions: rotation; revolution. The axis; the north star. The earth as a sphere. Land; water; air. Photograph of moon. Study of globes and frequent illustrations by the teacher. Spin tops; rotate an apple on a wire or slender axis; rotate a ball on a desk. Draw equator, north and south pole, and principal circles on surface of apple with a pin. Then draw meridians in same manner.

2. Draw a map of the street upon which the schoolhouse stands. Locate the schoolhouse on this map. Let an inch stand for a block.

3. Draw a map of the schoolroom, letting one inch represent twelve feet. Put in the correct number of seats, properly spaced; also teacher's desk and bookcases. Next draw the outline plan of the whole building, putting in halls, corridors, steps, etc., using the same scale, twelve feet = one inch on map. Next draw a map of the school grounds, putting in school building in proper place, using a scale of fifty feet for one inch, or one hundred feet for one inch, as conditions require.

4. Use wall maps, and by means of a mile scale find distances between important places. Examine various kinds of maps: physical maps; relief maps; colored maps.

5. Size of earth. Size of sun and earth compared. Moon and earth compared.

THIRD MONTH. Pages 18 to 26.

1. Surface of the earth. Hemispheres. Grand divisions. World slopes. Water: oceans.

2. Zones or belts of heat and cold. Power of direct or vertical rays compared with slanting rays. Cold belts. Hot belts. Life belts and the temperate belts connected in high rank of civilization.

3. Interesting facts about North America. With map scale find distances from your town to Kansas City, Chicago, Denver, New York city, San Francisco, Dawson, Mexico City.

FOURTH MONTH. Pages 27 to 40.

1. Notice carefully the map of New York city: the upper bay, the lower bay, the consequent protection of harbor from storms; situation for trade with other states and with Europe; places of interest—Castle Garden, the Battery, Broadway, East river, Wall street, Fifth avenue, the Flat-iron building, Trinity Church, Central Park, the Bronx, the Palisades of the Hudson, the tenement houses, the Egyptian obelisk. Have each pupil trace the route of travel from his home to New York city.

2. New England, rich in waterfalls and swift streams for water-power, poor in soil, early became a manufacturing center. Impress the thought that the work of the people depends upon natural causes. There are no farmers on the Sahara desert.

Story of Eli Whitney; Colt and the Colt's revolvers; Charles Goodyear; Meriden and plated silverware. Have pupils bring silverware with the Meriden stamp on it. Hartford; the Hartford Watch Company. The Connecticut valley and its industries. The national arsenal at Springfield, and the famous Springfield rifle. Canals; waterfalls; mill-dams; water-wheels; wire-mills; cotton- and woolen-mills of Rhode Island on the Blackstone river. Lowell and its cotton-mills. Manchester and the largest cotton mills in the world. Waltham, Mass., and the great Waltham Watch Company's factory. Linn and its shoe factories. Norwood and its printing-presses.

3. Draw a map of Kansas, locating principal rivers and cities. Notice that the large cities are along rivers, because these furnished natural roadways for the early immigrants, and later for their railroads. Teach size of Kansas by comparison with some known area—the section on which the town is located, or on which a part of the town is located. When you have size and population well impressed on the children's minds, compare the six New England states with Kansas in area. Take up occupations of Kan-

sas and those of New England. Ship-building; why? Boston—its harbor and commerce; places of interest—state-house, Faneuil Hall, Bunker Hill monument, public library.

FIFTH MONTH. Pages 41 to 53.

1. The Middle states: Compare them with the New England states in size, population, and commercial routes; also, with Kansas.

Philadelphia: Its history, location, facilities for trade, factories, United States Mint, places of interest.

Study Baltimore in the same way as you have Philadelphia.

Have pupils tell what they know of tobacco, its various forms and uses; history of its development in Virginia.

Compare rice and wheat in methods of production and harvesting.

Dwell on the natural scenery of the two Carolinas and Georgia, of the Southern Atlantic states.

Have samples of pineapples, cotton, rice, etc., for examination in class.

2. The Southern states: Compare with Kansas in size, surface, population, rivers, and railroads. Use wall map in tracing a trip down the Mississippi. Cities of interest studied as in fourth month's work. Mississippi river steamboats; the flood plain of the river; the fertility; levees; oxbows or cut-offs.

New Orleans studied as to history, location, facilities for trade, factories, United States Mint, places of interest as above.

Make free use of the topics under "Interesting Facts about the Southern States," and the map questions.

SIXTH MONTH. Pages 54 to 65.

1. Study the pictures and bring others to the class. Niagara Falls; above the falls; below the falls; Goat island; "Maid of the Mist"; rapids; cause of the falls.

Trace trip on wall map through the lakes. The "whale-back." Cleveland, studied as before.

2. The Central States: Compare each with Kansas in size, surface, population, rivers, railroads, etc.

Wheat Farming: Methods of planting and harvesting. Products of wheat. Great flouring-mills of Minneapolis.

Ranching: Cattle and sheep. Where shipped to be turned into meat? By-products of sheep; cattle.

The Indians.

SEVENTH MONTH. Pages 66 to 77.

1. The Pacific states: Studied as each group before has been studied.

Mountains, glaciers, parks, hot springs.

Study pictures of scenes from the West. Big trees, compare with trees of school-ground or town, or any trees with which the children are familiar.

Make an intensive study of the Grand Canyon by means of pictures, comparisons, stones, etc.

EIGHTH MONTH. Pages 78 to 84.

South America: Use wall map. Trace the journey. Compare the towns visited with cities of the United States. Use the same method in treating the rivers of South America, also animals, occupations, climate, people, plants. Compare North and South America as to shape, size, population, rivers and railroads, seasons.

NINTH MONTH. General review.

FIFTH YEAR.

TEXT.—King's Primary Geography.

FIRST MONTH. Review pages 1 to 54.

Make review work thorough and complete.

SECOND MONTH. Review pages 55 to 77.

THIRD MONTH. Review pages 78 to 84.

FOURTH MONTH. Pages 85 to 97.

Europe: Trace the voyage and describe the steamship. Study each city with regard to its harbor (if a seaport), trade, industries, and places of interest. Study the people in relation to their occupations, homes, and history. Compare the rural people of the various European countries with the rural population of Kansas.

Study London intensively, using all the pictures of street scenes and buildings that are at hand or can be procured. Put emphasis on the great age of many of the principal buildings, monuments, etc.

Study Germany in the same thorough manner, using all the helps that can be procured.

FIFTH MONTH. Pages 98 to 110.

Study Paris and the French people and Switzerland in the same manner as in the fourth month.

Italy: Surface, climate, rivers, lakes, cities, people of Italy.

Study each city in relation to its occupations, means of communication, and places of interest.

Study Russia as Italy was studied, and make frequent comparisons of people with the people of the United States.

SIXTH MONTH. Pages 111 to 120.

Africa: The Arab boy; life, dress, occupation, religion.

The Sahara desert: reasons for its existence. The basis for all plant life is sufficient moisture and enough heat. Take away one, and a desert results. Which element is lacking in the Sahara? Which element is lacking in the Arctic zone? Desert life and modes of travel. Habits of Arabs. The Nile, and its relation to the agricultural life of Egypt. The cities of the Nile and their history. The Pyramids; the Sphinx.

Compare Africa in size, shape, rivers, surface, with North America.

South Africa: Diamond mines; animals; natives; a Boer farm.

Interior Africa: Physical features; negroes; white ants; large animals; smaller animals.

SEVENTH MONTH. Pages 120 to 130.

Asia: Size, shape, surface, as compared with other grand divisions.

China: Home life, Chinese schools, Chinese boys and girls, men and women, habits and home life of the Chinese.

Japan: Children, school life, play, playthings, habits of dress, customs, houses, home life.

Life in India. Hindu children, school life, village life. Animals of India. Occupations of the Hindus.

EIGHTH MONTH. Pages 131 to 138.

Australia and the Islands of the Pacific: Compare each in size, surface, and population with Kansas. Relate the Philippines and Hawaii to the United States in government and trade.

NINTH MONTH. Review.

SIXTH YEAR.

TEXT.—King's Grammar School Geography.

The teacher should read carefully the author's preface, and especially his "Directions to Teachers." The teacher is urged to follow a plan of developing a lesson on a grand division. Copy the plan of the author on the blackboard and use it whenever presenting a lesson on a grand division.

FIRST MONTH. Pages 1 to 25.

GENERAL SUGGESTIONS FOR MAP-MAKING.

Stencils for Pupil.—Trace map, from geography, by means of transfer- or tracing-paper, upon manila paper. With a coarse needle or fine punch, perforate the outline. It is advisable, when the class is large, to have several stencils of the same map. Several may be made at once by pinning the sheets of paper together and putting the needle through all.

Punch for Making Holes.—For a large hole, take a 6- or 8-penny nail, file off the point, and file two grooves at right angles to each other, leaving four points. Place the paper to be perforated over a *soft* board, give the punch a slight tap on the head with a small hammer, and the result will be a neat, round hole.

Ruling pen.—With Roudebush's fountain pen, the large maps or charts are quickly and easily made.

Papier-mache.—Tear newspapers into pieces. Pour boiling water over them, and let stand until soft. Rub the paper between the hands until it has become a soft pulp. Boiling the paper facilitates the work. Cold water will work as well as hot, but takes a little longer. Two or three newspapers will make plenty of mâché, and it will keep any length of time with enough water on it.

Boards for Modeling.—Have each pupil supply himself with a smooth board about 12 inches by 14 inches. A shingle, made smooth by the use of sandpaper, will do.

Charcoal.—Enough charcoal, in lump form, may be bought of any coal dealer for one cent. A pulverized charcoal is sold at drug stores, but is much more expensive and answers the purpose no better.

To use Stencils.—Place stencil over paper on which your map is to be made. Go over the perforated outline

with an eraser or cloth filled with charcoal. Remove the stencil and trace the outline with pencil. When the stencil is used on the board, trace the outline with chalk.

HELPS.

1. Methods and Aids in Geography—King—is of great assistance for methods in teaching geography.

2. Nichols's Outline is excellent, but remember it is but an outline, and is but suggestive except in the work of review.

3. Fisher's Outline is used at the State Normal School.

4. Frye's Geography is an excellent supplementary book.

5. Collect, with the aid of your pupils, as many supplementary texts as possible.

6. Teach use of the encyclopedias.

7. There are many excellent Geographical Readers.

8. Stories of Australia, India, China, Northern Europe, and England, and Stories of Industry, vols. 1 and 2, by Mara L. Pratt.

A FEW OTHER SUGGESTIONS.

1. Write stories on subjects which have to do with geography, illustrating them with sketches or by pictures clipped from newspapers, etc.

2. Begin a collection for a cabinet, if you have not yet done so—minerals, woods, shells, etc.

3. Make a collection of pictures, from magazines, newspapers, Perry Pictures, etc. Let the children mount them on the large sheets of manila paper.

4. Write to children in other lands and in other parts of your own country.

Use United States weather maps. They will be furnished upon application to the United States Weather Bureau. Develop the law that air moves from regions of high pressure toward regions of low pressure; that on account of the rotation of the earth, great circular storms, called cyclones, move from west to east across the United States,

causing cloudiness and precipitation in the low-pressure, storm-center area. Climate and weather—distinguish terms. Climate as related to latitude and altitude. Zones of heat: Show how they move as the heat equator moves, north or south. Influence of large bodies of water upon climate. Study rainfall map of North America, and show how precipitation is influenced by prevailing winds and mountain ranges. Show that ocean currents are caused mainly by the prevailing winds. Show that moisture is held in the atmosphere as invisible vapor; that hot air can hold more moisture than cold air can; that moisture must be precipitated if the atmosphere is carried to either higher latitudes or altitudes.

Latitude and longitude, with reference to absolute location of any place on sea or land.

The seasons: Causes. Zones. Show that the width of zones depends upon the inclination of the earth's axis to the plane of its orbit. Have pupils figure boundaries of zones and width of each zone, if earth's axis were inclined only ten degrees; to the plane of its orbit, fifteen degrees; twenty-five degrees; thirty degrees?

SECOND MONTH. Page 26, to the Middle Atlantic states, page 48.

Use a physical geography to aid in developing nature's preparation for man.

Use suggested outline of author in presenting North America. Use the following outline in presenting the New England states. Use this also for every other group of states: Location—relative, *i. e.*, northeast part of the United States, or southeast part, as case may be; actual, *i. e.*, latitude and longitude. Size: Compare with Kansas. Surface. Rivers and railroads. Other means of communication, if any. Population. The largest state. The smallest state. Industries, and why.

Take up each state and its commercial and trade centers.

Always dwell upon the occupations of the people as influenced by the physical features of the state in question. Have as many pictures from these places as possible. Use the encyclopedia. Study all relief maps carefully, so as to fix in mind the high land and the low land areas. Have pupils draw outline maps from memory. Teach pupils to use the colored physical maps intelligently. Notice the tinting of the map of New England, page 45, and explanation of the tinting in the lower right-hand corner.

Compare elevations above sea-level in the New England States with the elevation of eastern Kansas; western Kansas; elevation of pupils' home town above sea-level.

Take up general features, such as surface-drainage, rivers, coast-lines or forms, climate, education, etc.

THIRD MONTH. Page 48, to the Southern states, page 69.

Take up the Middle Atlantic states on the same plan as above.

Continue the study of these states by the use of the physical map as before.

Study industrial map carefully, so as to know where the various products belong.

Study coal, and mining in its various forms. Gather all information possible. Kinds of coal and its uses. Life of miners.

FOURTH MONTH. Page 69, to the Central states, page 79; and review pages 1 to 79.

The Southern states, following previous outline. Take up each state as before. Study pictures. Bring samples of such products as can be procured. Always take every chance to make comparisons with some standard known to the pupils. Take up the general features, then summarize.

Review pages 1 to 79.

FIFTH MONTH. Page 79, to "The Corn and Wheat Belt," page 93.

Study the Central states according to the previous outline. Then take up the individual states and their industries as affected by their physical characteristics. Study all industrial maps, and make comparisons. Do not neglect the pictures nor the comparative profile maps of the Mississippi and Missouri rivers.

SIXTH MONTH. Page 93, to "Mining Gold and Silver," page 114.

The corn and wheat belt.

Domestic Commerce: Valleys, rivers, bays, oceans, in their relation to commerce. Causes of commerce: surface, climate, soil. Internal and foreign commerce. Commerce of the Great Lakes, of the Central West, of the New England states, of the South. Routes of commerce.

The Western states: Study according to previous outline, as whole, then individually.

Let the pupils tell about a trip from the lakes to the Pacific. Study colored physical maps as before suggested.

Study peculiar plant and animal life of the desert area.

SEVENTH MONTH. Pages 114 to 132.

Study gold and silver mining, comparing with coal mining. Methods of mining. Forms of ore. Have pupils bring samples of gold- and silver-bearing rock. Irrigation in the West.

Countries north of the United States: Study as outline suggests.

Countries south of the United States: Use previous outline.

West Indies: Size, location, people, population, occupations, climate, cities, commerce with what countries.

Panama, as above.

EIGHTH MONTH. Pages 132 to 153.

Territories and Dependencies of the United States according to the following outline: Location, size, population, how acquired, valuable for what, how governed, general information.

Study South America according to the plan suggested by the author in his "Directions to Teachers."

NINTH MONTH. Pages 153 to 165, and review, pages 79 to 153.

Study Europe as South America was studied.

Review carefully pages 79 to 153.

SEVENTH YEAR.

TEXT.—King's Grammar School Geography.

FIRST MONTH. Review pages 1 to 100.

SECOND MONTH. Review pages 101 to 153.

THIRD MONTH. Page 154, to Denmark, page 174.

Study Europe as South America was studied (see sixth year). Then take up each country according to the following outline: Location—relative and absolute; size—relative and absolute; population, surface features, climate, products, industries, means of communication (rivers, railroads, canals, lakes, etc.). Compare with United States; with Kansas.

Study the German Empire as above outline suggests.

FOURTH MONTH. Pages 174 to 192.

According to the above outline, study: Denmark, the Netherlands, Belgium, Switzerland, Austria, Hungary, and the other countries as they come in the text.

Finish the study of European countries.

FIFTH MONTH. Page 193, to Japan, page 206.

Asia, according to the outline suggested for Europe. Then take up countries of Asia as they appear in the text and apply the outline for countries as given before.

SIXTH MONTH. Page 206, to Africa, page 219.

Begin with Japan and finish the study of Asiatic countries, as suggested above. Then summarize, comparing the railroad facilities with those of United States; of Europe, etc.

SEVENTH MONTH. Pages 219 to 232.

Study Africa as suggested in "Directions for Teachers" in front of text. Then take up divisions as followed by text.

EIGHTH AND NINTH MONTHS. From page 233, the Geography of Kansas, and general review (two weeks).

Take up Australia and the Pacific islands according to previous outline.

Study foreign world commerce.

Draw map of home county. Locate the county, its size, climate, population, occupations, products—agricultural and manufactured, minerals, rivers, etc.

Draw map of state. Locate chief cities, charitable institutions, educational institutions, etc.

General review, with the following outline (six weeks):

Why manufacturing is the chief industry of the New England states; how water-power makes cost of production cheaper; food products imported; where the finished products of her mills are sent; raw materials imported, where from; natural resources of the section; facilities for commerce; what makes her chief cities important; some of the chief historical events.

Make map of each section, showing elevations, drainage, location of chief cities, natural resources, agricultural products, mineral products.

Why steam power in the Middle Atlantic states is less than in the New England states; agricultural resources compared with New England; why New York is the chief commercial center of the United States; what causes led to the growth of Philadelphia, Pittsburgh, Buffalo, Baltimore; mineral resources; character of the manufactures; commerce by lakes, rivers, canals, the sea; steam and electric railways; historic places and events.

Climate of the southern section; staple products of the South; growth of manufactures; importance of the mineral products; growth of railways; other facilities for commerce; development of the South since the war; how rice and cotton are cultivated; production of tropical fruits; location of all important cities.

The grazing lands of Texas; scarcity of minerals; wealth of soil products; importance of New Orleans and Galveston.

Vast agricultural resources of the Central states compared with sections studied; how the East is fed by the West; manufactures of the West; natural resources; facilities for commerce; causes leading to the growth of Chicago, Cleveland, Cincinnati, Milwaukee; locate many other important cities; rivers.

Surface and climate of the western section; importance of agricultural and live-stock products; how transported to the East; the milling industry; development of the mineral resources; facilities for commerce; variations of climate in both sections; compare with eastern section; causes leading to the growth of Minneapolis, Kansas City, St. Louis, Omaha, Duluth, St. Paul.

Great elevation of the plateau section; difference of climate from sections east in the same latitude; vastness of the mineral wealth; parts where agriculture is important; how most of the agriculture is carried on; the live-stock industry is important; difficulties of transportation.

Climate of the Pacific section; facilities for commerce; foreign commerce; fisheries; desert regions; irrigation;

fruit and agricultural products; mineral resources; importance of San Francisco, Seattle, Los Angeles, Portland; mineral resources.

Climate of eastern and western parts of Canada compared; compare with the United States; character and occupations of the people; importance of timber products; fisheries; minerals; the growing of wheat; the fur industry; facilities for commerce; form of government; compare with Mexico and Central America, as to climate, agricultural and mineral products; products of the gulf coast of Mexico; of the plateau; stability and form of government; relations with the United States; why Central America is important to the United States; chief imports; chief exports; surface of the country; climate.

Commercial importance of Cuba; form of government; what interest we have in the country; chief industries and products of the country.

Make a map of Mexico, Central America, and the West Indies, showing chief products, occupations, minerals, and important cities.

REVIEW OUTLINE.

Why South America has not developed as rapidly as North America; the wealth of animal and vegetable life; great plains for grazing; importance of the cattle and sheep industry; the grain-growing section; importance of coffee-growing; the rubber industry; the exportation of fruits and valuable woods and dyes; the mineral resources; how a lack of railways retards the development of the country; the great natural highways; the vastness of the river systems; immense rainfall of the Amazon valley; why the countries of South America are not regarded among the great nations of the world; the importance of the Panama canal to the western coast; principal seaports; other large cities; how trade and travel is carried on over the mountains; compare the Andes with the Rocky mountains;

compare the Amazon with the Mississippi and Missouri; La Plata and Mackenzie; Orinoco and Columbia.

Lack of progress; ignorance of the masses of the people; unstable governments.

Make a map showing elevations and drainage; principal agricultural and mineral products; manufactures; animals; location of chief cities.

Compare physical features of Eurasia with North America; with South America; great arms of the sea; indentations of the coast line; peninsulas and capes; drainage compared with other grand divisions studied; areas of high land compared; desert areas; mountain systems; climate in the extreme north and south compared; compared with North America; with South America; animal and vegetable life of northern part of Eurasia and North America compared; of southern part and South America compared; areas of greatest rainfall; areas of greatest density of population.

Make map of Eurasia, showing highlands, rivers, mountains, lakes and seas, principal mineral and agricultural productions.

The great commercial centers of Europe; the great manufacturing centers; the food-producing countries; countries dependent upon imports for their food supply; raw materials imported for manufacturing; manufactures exported; importance of the ocean commerce; foreign possessions of the principal countries; eastern and western Europe contrasted, as to forms of government, educational advancement, religion, language, character of manufactures and commerce.

Make map of Europe as suggested for the sections of the United States and for other grand divisions studied. These maps are intended to be suggestions only, and may be clay, sand, paper, pulp or drawings.

Australia and the Pacific Islands.

Complete subject.

PHYSIOLOGY.

THIRD YEAR.

TIME.—Five months, beginning with the fifth month.

Let the teacher give a series of interesting talks on simple and familiar things. This will be of great help in increasing the child's vocabulary, and give him facility in using it.

The following subjects are suggestive; these should be enlarged upon and others taken up by the teacher:

The parts of the body.

What the body needs.

What to eat and drink.

What not to eat and drink.

How and when to eat.

Bathing.

Pure air.

Sunshine, etc.

FIFTH YEAR.

TIME.—Five months, beginning with the fifth month.

TEXT.—Krohn's First Book in Hygiene.

Read the suggestions to the teacher on pages 4 and 5.

FIFTH MONTH. Pages 9 to 39.

SIXTH MONTH. Pages 40 to 76.

SEVENTH MONTH. Pages 77 to 113.

EIGHTH MONTH. Pages 114 to 144.

NINTH MONTH. Review.

EIGHTH YEAR.

TEXT.—Krohn's Graded Lessons in Physiology and Hygiene.

In the preface the author states that the keynote of this book is *health*.

It should be the constant aim of the teacher to so teach that pupils may not only *know how* to care for the body, but that they may practice the principles taught in everyday life.

FIRST MONTH. Pages 9 to 45.

SECOND MONTH. Pages 46 to 79.

THIRD MONTH. Pages 80 to 106.

FOURTH MONTH. Pages 107 to 145.

FIFTH MONTH. Pages 146 to 174.

SIXTH MONTH. Pages 175 to 195.

SEVENTH MONTH. Pages 196 to 227.

EIGHTH MONTH. Pages 228 to 268.

NINTH MONTH. Chapter 19, and general review.

At the close of several chapters there are review questions and supplementary exercises. These will be helpful along the line designed.

The following outline may also assist the teacher in giving supplementary work:

DIGESTION.

Organs:

Mouth: Lips; cheeks; palate: hard, soft, uvula, tonsils; tongue: papillæ, frænum; gums; teeth: kinds, parts, composition, uses, hygiene; glands, (a) salivary: parotid, submaxillary, sublingual, (b) buccal.

Pharynx: Position; shape; passages.

Œsophagus: Situation; length; coats; use.

Stomach: Situation; shape; size; curvatures; orifices; capacity; coats; glands; omentum.

Small Intestine: Situation; length; diameter; coats; villi: situation, number, structure, office; glands: divisions (*a*) duodenum: situation, length, glands connected with (1) liver: situation, size, weight, blood-vessels, ducts, gall bladder, office; (2) pancreas: situation, shape, size, duct, office; (*b*) jejunum: situation, length; (*c*) ileum: situation, length; openings.

Large Intestine: Situation; length; diameter; coats: divisions—(*a*) cæcum: situation, length, vermiform appendix; (*b*) colon: situation, length, parts—(*c*) rectum: function.

Secretion:

Saliva: Appearance; quantity; composition; reaction; uses; amount.

Gastric Juice: Appearance; quantity; composition; reaction; uses; amount.

Pancreatic Juice: Appearance; quantity; composition; reaction; uses; amount.

Bile: Appearance; quantity; composition; reaction; uses; amount.

Intestinal juice: Appearance; quantity; composition; reaction; uses; amount.

Food:

Kinds—organic: Nitrogenous (flesh-forming), carbonaceous (heat-producing); inorganic.

Composition of different articles of food (give examples).

Quantity required.

Changes undergone (in mouth, stomach, etc.).

Uses:

Cooking: Kinds; uses.

Processes: Prehension, mastication, insalivation, deglutition, chymification; chyfication.

Absorption: Organs, (*a*) capillary blood-vessels: situation, office; (*b*) capillaries of stomach and intestines (form the portal vein); (*c*) lacteals: situation, office; function.

Assimilation: Process; function.

Hygiene: Time required for digestion; value of different foods; stimulants; alcohol; tobacco.

STIMULANTS AND NARCOTICS.

Alcohol: Origin; varieties; properties (physiological and chemical); composition; alcoholic beverages: distilled, fermented, malted; physiological effects on circulation, heart, lungs, stomach, liver, brain.

Tobacco: History; properties: stimulating, narcotic, poisonous; production; uses: chewing, smoking, snuffing; active principle; effects.

Other narcotics: Opium, chloroform, chloral, cocaine, bromide of potash, belladonna, digitalis, hasheesh.

EXCRETION.

Organs:

Skin: Structure; modifications; uses; glands; hygiene.

Kidneys: Situation; size; structure; blood-vessels; functions.

Lungs (see Respiration).

Intestines.

THE SKELETON.

The head: Cranium (8 bones); face (14 bones); ears (8 bones).

The trunk: Spinal column (24 bones); ribs (24 bones); sternum; hyoid; pelvis (4 bones).

The limbs: Upper limbs (64 bones); lower limbs (60 bones).

Articulations: Kinds: movable; immovable; slightly movable.

What makes up a joint?

MUSCLES.

Number; arrangement; kinds: as to volition, as to position, as to mode of action, as to form; structure: transverse, longitudinal, microscopic, chemical; coverings; contraction and irritability; uses; hygiene.

Organs:

CIRCULATION.

Heart: Shape; size; situation; weight; chambers: auricles, ventricles; openings; valves; nerve supply; movements; sounds; capacity; blood supply.

Arteries: Coats; pressure of blood; anastomosis; course of the main arteries.

Capillaries: Definition; coat; size; circulation; office.

Veins: Coats; valves; circulation; comparison with arteries and capillaries: (*a*) arteries deep-seated, veins superficial, capillaries both; (*b*) veins flow to the heart, arteries from the heart, capillaries in all directions; (*c*) veins have many valves, arteries few, capillaries none; (*d*) vein-flow is continuous, arterial by jets, capillary both; (*e*) veins collapse, arteries do not; (*f*) capillaries more numerous than veins, and veins than arteries; (*g*) relative capacity: arteries 1, veins 4, capillaries 400.

Circulation:

Systemic; pulmonic; coronary; portal; renal.

The Blood:

Amount; temperature; composition: plasma, fibrinogen, corpuscles (red and white); osmosis; uses; hygiene.

Lymphatics:

Description; glands; lymph; functions.

Organs:

RESPIRATION.

Nose: Structure; use.

Larynx: Situation; cartilages; vocal cords: attachment, structure, covering, vibrations; voice.

Trachea: Bronchi; bronchial tubes; alveoli.

Lungs: Situation; weight; lobes; lobules; cilia; struc-

ture; covering; capacity; uses; muscles: diaphragm, intercostals, abdominals.

Air: Composition; quantity used; changes produced by respiration.

Modifications.

Hygiene: Proper breathing; deep breathing; pure air; ventilation.

NERVOUS SYSTEM.

Organs:

Nervous tissue: Cells; fibers.

Cerebrospinal system: Cerebrospinal axis—brain weight, coverings; parts: cerebrum, cerebellum, medulla oblongata, pons varolii; spinal cord: situation, length, weight, shape, hemispheres, kinds of matter, coverings, decussation of sensory nerve fibers, reflex action; nerves: size, structure, divisions (sensory, motory nerve roots, kinds of fiber).

Sympathetic system: Ganglia, distribution of nerves, office.

Eyes—Organs of sight:

Situation; shape; size; coats, (*a*) sclerotic: structure, cornea; (*b*) choroid: situation, structure, office, ciliary processes, ciliary muscle; iris: definition, color, situation, pupil, office; (*c*) retina: situation, structure, sensitive elements—rods and cones, point of distinct vision—yellow spot, blind spot; refractive media; (*a*) crystalline lens: size, shape, situation, structure, capsule, suspensory ligament, use; (*b*) aqueous humor: situation, office; (*c*) vitreous humor: situation, size, shape, office; muscles of the eye; protecting organs: (*a*) orbit, (*b*) eyebrows, (*c*) eyelids: conjunctiva, lashes, glands; (*d*) lachrymal apparatus: glands, canals, nasal duct; diseases; hygiene.

Ears—organs of hearing:

Situation; parts (*a*) external: auricle or pinna, auditory canal; (*b*) middle or tympanum: situation, size, lining membrane, membrani tympani (position, action and use),

chain of bones (names, arrangement, action and use), Eustachian tube (situation, shape and size, use), (c) internal or labyrinth: situation, parts (1) bony labyrinth: vestibule, semicircular canals; cochlea (2) membranous labyrinth: membranous vestibule—sacculæ and utricle, membranous semicircular canals (names and functions), cochlea (fills bony cochlea. {Communicates by a tube with sacculus. Contains organ of Corti, which communicates vibrations to the auditory nerve ends. Nerve terminations line the walls of the vestibule and cochlea); hygiene.

HISTORY.

FOURTH YEAR.

KANSAS HISTORY STORIES.

It is suggested that the teacher familiarize herself with the following subjects and give them, or such parts of them as she can use, to her classes in story form as a basis for Language and Culture work. These may be used in this grade and grades above.

Suggested Subjects: 1. Coronado. See Kansas History, page 14. 2. Lewis and Clark Expedition. See Kansas History, page 15. 3. Independence Day at Atchison. Kansas History, page 16. 4. Pike's Expedition. Kansas History, pages 16 to 23. 5. Santa Fe Trail. Kansas History, pages 25, 26, 27, 28, 30, 167. Bring in paragraph 43. 6. John Brown. Kansas History, pages 63, 64, 82 to 86, 244, 251. 7. Poem: Le Marais du Cygne. 8. The Pony Express. Kansas History, page 89. 9. James H. Lane.

The Border War. See Kansas History, page 98.

Quantrell's Raid. Kansas History, pages 105 to 108.

Pioneer Life. Kansas History, page 127.

Grasshoppers and Drought of 1874. Kansas History, page 151.

Kansas Aid to Ohio Sufferers. Kansas History, page 166.

The Sunflower State. Kansas History, page 167.

The Buffalo and His Departure. Kansas History, page 180.

Salt Industry. Kansas History, page 190.

Kansas in the Spanish-American War. The Maine; Fred Funston and the Twentieth Kansas. Kansas History, page 256.

For additional references see Crane's 'Classics'—James H. Lane, John Brown, Territorial Governors, Kansas Day, etc.

SIXTH YEAR.

This outline will not interfere with the use of any primary text which the principal may select.

The State Text-book Commission indorsed the following texts: McMaster's Primary History; "First Steps in the History of Our Country," by Mowry; "American Leaders and Heroes," by Gordy.

FIRST MONTH. Early explorations, settlements, claims of territory and on what they were based.

The Indians: Their character, manners, and customs.

Biographical sketches of Columbus, De Soto, Champlain, the Cabots, Raleigh, Hudson.

SECOND MONTH. Period of settlement and development. The English in Virginia, New England, Middle and Southern Colonies; the Dutch in New York; the Swedes in Delaware.

Causes leading to the settlement of the different colonies: desire for wealth, desire for religious freedom.

Prominent characters: John Smith, Governor Winthrop, Roger Williams, Lord Baltimore, William Penn, James Oglethorpe, King Philip.

THIRD MONTH. The struggle for supremacy between England and France: King William's War, Queen Anne's War, King George's War, French and Indian War.

Estrangement of the colonies from the mother country.

Noted men; Montcalm, Wolfe, Patrick Henry, James Otis, Samuel Adams, John Hancock.

FOURTH MONTH. Study the following topics through the biographies of the men who were prominent and active in these movements:

The Struggle for Independence. Trace the principal campaigns; the French Alliance; the Articles of Confederation.

Formation of the Federal Government—the Constitution.

Biographies of Washington, Greene, LaFayette, Franklin, Robert Morris, Cornwallis.

FIFTH MONTH. Follow suggestions as given under fourth month.

National growth; establishment of the Government; territorial expansion; slavery; mechanical inventions.

Sewing-machines, steamboat, reaper, cotton-gin.

SIXTH MONTH. Study the lives of Hamilton, Jefferson, Jackson, Clay, Calhoun, Webster, Garrison, Harriet Beecher Stowe, Horace Mann.

SEVENTH MONTH. See suggestions for fourth month.

The War for the Union; principle involved; trace the most important military movements.

Biography: Lincoln, Seward, Grant, Lee, Davis.

EIGHTH MONTH. See suggestions for fourth month.

Recent history; reconstruction; commercial expansion; railroads; telegraph and telephone; improved machinery; Spanish-American War—cause, results, territorial expansion; education—the old and the new.

NINTH MONTH. Lives of Edison, Clara Barton, Frances Willard, Blaine, Cleveland, McKinley, Roosevelt.

As a general review, develop supplementary topics provided by the teacher.

UNITED STATES HISTORY.

SEVENTH YEAR.

TEXTS.—Davidson's History of the United States; Foster's Historical Outline Maps on United States History (Historical Publishing Co., Topeka, Kan.)

FIRST MONTH. Pages 13 to 48.

The Awakening in Europe—Effects of the Reformation, politically and socially; spirit of the governments; the assertion of the people; the printing of books—other inventions; effects of the discovery of America; legends of other discoveries; the early explorers—what they did; what it was worth to their respective sovereigns. Give special attention to those explorers whose explorations resulted in claims of territory by the various European nations.

SECOND MONTH. Pages 48 to 74.

Influence of geography upon history. The peoples of our country—how they were conquered; their civilization, religion, manners, and customs. The English home-builders and the purpose of their coming.

Supplementary reading: Indian stories, and a biography of John Smith.

THIRD MONTH. Pages 74 to 104.

The development of the American in the various settlements; causes of the settlements—religious ideas, disputes, and persecutions; religious intolerance; charter government to constitutional government; the various ideas (religious, social, and political) which prevailed in the several colonies; the growth of the colonies as influenced by these factors.

Supplementary reading: Extracts from Knickerbocker History of New York. Miles Standish.

FOURTH MONTH. Pages 104 to 123.

The struggle of England and France for the world mastery; what the colonies were teaching Europe; what each successive war was teaching the colonies; the great value of the French and Indian War; developed military leaders, governmental leaders, crystallized the "Americans"—freed them from a foreign enemy.

Supplementary reading: Evangeline. Study geography of Quebec.

FIFTH MONTH. Pages 123 to 157.

Pupils will be interested in reading Eggleston's Primary History in connection with this chapter.

SIXTH MONTH. Pages 157 to 177.

The English view of the colonies; English arbitrariness, American stubbornness; English oppression, American resistance; the men these controversies developed; advance in the ideas of government; the principles contended for by both sides; why Massachusetts and Virginia were in the lead in all agitation; the men they produced; the first continental congress; the exchange of ideas; war—summary of the causes.

Supplementary reading: Paul Revere's Ride.

SEVENTH MONTH. Pages 177 to 198.

Study the Declaration of Independence.

EIGHTH MONTH. Pages 198 to 221.

Foreign assistance; treason, plots and schemes; the surrender of Yorktown; the armies England had lost; the peace parties in England; the treaty of peace; the American commissioners; the effect the war had on European

politics; why Canada failed to join the colonies; cost of the war; the men it bankrupted; the financial system, etc.

Supplementary reading: Biography of Franklin.

NINTH MONTH. Review principal points of year's work. Use Foster's Historical Outline Maps; trace discoveries, explorations, settlements, campaigns, and important military movements. If you do not have Foster's outline maps, use your geographies.

EIGHTH YEAR.

TEXT.—Davidson's History of the United States.

FIRST MONTH. Pages 221 to 245.

A review of the struggle for independence; how the colonies were governed during the war; the need for a new government; the discussion; the growth of the constitutional idea; the Constitutional Convention; the adoption of the Constitution; the men who composed the convention; the compromises; other conventions. Study the Constitution.

SECOND MONTH. Page 245, to Madison's Administration, page 272.

The development of political parties; how the Constitution was construed; the leaders of each party; problems of finance and internal improvement; troubles with foreign countries; the admission of new States; inventions; newspapers; the purchase of Louisiana; obnoxious legislation; political campaigns as educational factors.

THIRD MONTH. Pages 272 to 299.

Events that led to the War of 1812; the war; the results; the questions of States' rights and slavery; growth of manufacturing and commerce; newspapers; education and inventions; biographical sketches of the great men of the period; etc.

FOURTH MONTH. Pages 299 to 347.

The growth of the Republic; the determination, energy and character of Jackson; the "kitchen cabinet"; "rotation in office"; United States Bank; private banks; speculations; financial panics; the Subtreasury; Indian difficulties; politics; the admission of new States; slavery and slavery compromises; the men who led in the debates; the Mexican War: cause, incidents, and results; statecraft; foreign relations and treaties; the tariff; "gag rule" in the House; abolition; anti-slavery leaders; inventions and discoveries; growth of the country in wealth and population.

FIFTH MONTH. Pages 347 to 385.

Extension of territory; the Compromise of 1850; Fugitive Slave Law; Kansas-Nebraska Bill; border warfare; Dred Scott Decision; the debates of Lincoln and Douglas; the Clayton-Bulwer treaty; Perry and Japan; the "Ostend Manifesto" and Cuba; John Brown; Mrs. Stowe; leaders and literature of the period; election of Lincoln; secession; war.

SIXTH MONTH. Pages 385 to 425.

Abraham Lincoln and his policy; events of the war to 1864; use Foster's Historical Outline Maps, tracing the movements of the armies through the important campaigns; revolution in naval warfare; improvement in war equipment.

SEVENTH MONTH. Pages 437 to 461.

Complete the study of the Civil War; principal military leaders; cost of the war; charities and other institutions of mercy; assassination of Lincoln; disbanding the army; outline review of the war.

EIGHTH MONTH. Pages 461 to 507.

Reconstruction; views of Congress, views of the President; amendments to the Constitution; military rule in the

South; impeachment of the President; secret political organizations; treaties with foreign countries; the part acted by them during the war; trouble in Cuba; building of railroads; the homestead law; coinage; civil service; governmental scandals; the electoral commission; resumption of specie payments; political parties—the Democrats in the ascendancy; tariff legislation; destruction of the Maine; the war with Spain: causes, incidents, and results; death of McKinley.

NINTH MONTH. Pages 507 to 524; and review acquisition of territory and development of political parties. Study events more recent than given in your history

HISTORY OF KANSAS.

EIGHTH YEAR.

TIME.—Three months.

Only the topics specifically named need to be carefully studied. Others should be read.

SEVENTH MONTH. Pages 9 to 93.

EARLY HISTORY.

Early Explorers—Spanish: De Vaca, Coronado; French: Marquette, La Salle (the French claims based on explorations of Marquette and La Salle in the Mississippi Valley); Dutisne; (the English claims were based on the grants made to the London and Plymouth Companies).

Cessions: Kansas was included in the cessions of 1763 and 1800, and in the Louisiana purchase. (That part south of the Arkansas river and west of the 100th meridian was a part of the Mexican cession.)

Native Indian tribes.

Later Explorers: Lewis and Clark, Long, Pike.

Trails: Santa Fé, Oregon.

Kansas a part of the Indian Territory, organized in 1830; transplanted Indian tribes; missionaries to the Indians.

TERRITORIAL HISTORY.

Kansas-Nebraska Act: Boundaries; author's motive; previous opening of land to settlers; *bona fide* settlers, squatters; colonization societies—Northern, Southern; settlements—Free-State, Pro-Slavery.

Reeder's administration: Election for Territorial Delegate; census taken; election for Territorial Legislature; fraudulent voting, new election; first Territorial Legisla-

ture: place of meeting, adjournment, trouble with the Governor; Governor Reeder removed.

Acting Governor Woodson: Bogus Legislature; Territorial officers; Territorial capital; Free-State agitation.

Governor Shannon: Pro-Slavery election for Territorial Delegate; Free-State election for Territorial Delegate; Free-State election for constitutional convention; constitutional convention—met at Topeka; the Topeka Constitution; the Wakarusa War; Topeka Constitution submitted to the people; election of state officers under the Topeka Constitution; meeting of the Free-State Legislature; second Wakarusa War; meeting of the grand jury—Chief Justice Lecompte's charge; warrants for Free-State leaders; order of the United States court—destruction of Free State Hotel and Free-State papers; guerrilla warfare; Free-State Legislature reassembled at Topeka; Governor Shannon removed.

Acting Governor Woodson: Militia called out to repel Lane's invasion; reign of terror.

Governor Geary: Hickory Point fight; disbanding of all armed forces; constant friction between Geary and Lecompte; meeting of the Free-State Legislature; second Territorial Legislature; trouble over the appointment of sheriff; resignation of Governor Geary.

Governor Walker: Constitutional Convention; Free-State Legislature; second submission of the Topeka Constitution; Lecompton Constitutional Convention; the Lecompton Constitution, provisions for submission; election for Territorial Legislature and Delegate; fraudulent voting; Free-State majority; Governor Walker leaves the Territory.

Acting Governor Stanton: Extra session of the Legislature provided for a submission of the Lecompton Constitution to be approved or rejected by the people; the Constitution submitted to the people under its own provisions; Stanton removed for calling extra session.

Acting Governor Denver: Election upon the Lecompton Constitution; election under the provisions of the Lecompton Constitution, for member of Congress, Legislature, State officers—both sides participated; the Free-State candidates elected; refused to serve under the Lecompton Constitution; petitioned Congress not to admit the State under the Lecompton Constitution; third Territorial Legislature—provided for another constitutional convention, removed the capital to Minneola; meeting of the Free-State (Topeka) Legislature; Leavenworth Constitutional Convention; doubts as to its legality; Governor Walker's resignation accepted.

Governor Denver: Leavenworth Constitution submitted; trouble in southeastern Kansas; third submission of the Lecompton Constitution—under English bill; Governor Denver resigned.

Governor Medary: Election on the proposition for a new Constitution; pony express inaugurated; Wyandotte Constitutional Convention; election on the Constitution; drought and famine; Governor Medary resigned.

Acting Governor Beebe: Last Territorial Legislature; Kansas admitted as a State.

EIGHTH MONTH. Pages 93 to 188.

STATE HISTORY.

Governor Robinson: Legislature met at Topeka, March 26, 1861; Lane and Pomeroy elected Senators; adoption of the great seal—motto by Ingalls; organization of the militia; Topeka chosen as capital by popular vote; Penitentiary located at Lansing, 1861; Kansas troops; Kansas generals; the war in Kansas.

Governor Carney: Quantrell raid; Baxter Springs massacre; Price's raid; State institutions—educational: University, Agricultural College, Normal School; charitable: Insane Asylum at Osawatimie, Asylum for Deaf and Dumb, Asylum for the Blind.

Governor Crawford: Capitol building commenced in 1866; homestead law; land grants to railroads in Kansas; the pioneers; Senator James H. Lane; Indian raids (from 1864 to 1878); Governor Crawford resigned.

Governor Green.

Governor Harvey: Permanent prosperity; immigration of colonies from Europe; Kansas entitled to three Representatives in Congress.

Governor Osborn: Ingalls elected Senator; Kansas at the Centennial Exposition; grasshoppers; Insane Asylum at Topeka; State Historical Society; negro exodus.

Governor Anthony: Biennial sessions of the Legislature; Plumb elected Senator; cattle trade; prohibitory amendment; continued prosperity, resulting in phenomenal growth.

Governor St. John: Indian land troubles; Reform School located at Topeka; Kansas entitled to seven Representatives.

Governor Glick: The only Democratic Governor; Haskell Institute at Lawrence; Soldiers' Home at Leavenworth.

Governor Martin: Soldiers' Orphans' Home at Atchison; Asylum for Idiotic and Imbecile at Lawrence, afterward removed to Winfield; Industrial School for Girls at Beloit; Reformatory at Hutchinson; State Soldiers' Home at Dodge City; financial speculation; booming of Oklahoma; municipal suffrage for women; development of natural resources.

NINTH MONTH. Pages 188 to 300.

Governor Humphrey: Opening of Oklahoma; Farmers' Alliance—political importance; original-package case; Wilson Bill; irrigation laws; grain laws; the eight-hour law; alien ownership of land; death of Senator Plumb.

Governor Lewelling: Political revolution; legislative war; Martin elected Senator; Kansas at the Chicago World's Fair.

Governor Morrill: Suffrage amendment defeated; Coxey's army; discovery of oil and gas; apple orchards.

Governor Leedy: Omaha Exposition; Kansas in the Spanish War.

Governor Stanley: Hospital for the Insane at Parsons; period of prosperity; Text-book Commission; Penitentiary twine plant.

Governor Bailey: Floods of 1903 and 1904; development of the oil industry.

Review Territorial history.

CIVIL GOVERNMENT.

EIGHTH YEAR.

TIME.—Six months.

TEXT.—James and Sanford.

Make use of the supplementary questions and references at the close of each chapter as fully as conditions will permit.

Students should read the Constitution while studying its provisions. Important sections or paragraphs should be memorized.

FIRST MONTH. Pages 1 to 31.

SECOND MONTH. Pages 32 to 65.

THIRD MONTH. Pages 66 to 114.

FOURTH MONTH. Pages 115 to 165.

FIFTH MONTH. Pages 165 to 185.

SIXTH MONTH. The Government of Kansas.

SUGGESTIVE COURSE OF STUDY FOR HIGH SCHOOLS.

FIRST YEAR:

English.

Latin, or Bookkeeping and Business Methods.

Algebra.

Botany.

SECOND YEAR:

English.

Latin, or Agriculture.

Plane Geometry.

Ancient History.

THIRD YEAR:

English.

Latin, or ———.

Solid Geometry, one-half year.

Algebra, one-half year.

Mediæval and Modern History, or English History.

FOURTH YEAR:

Physics.

American History.

Review of the Common-school Branches.

Economics, Psychology or Chemistry.

Latin is a part of the college preparatory course. For the general course three subjects are suggested as optional with Latin.

It is suggested that two periods per week, of eighty minutes each, be devoted to Manual Training in the first and second years of the high school, and that the time for Manual Training be taken equally from the different sub-

jects of those two years, and that it be given to all pupils of those years.

Agriculture is recommended, for the reason that many schools using this course are operating under the Barnes law, and are therefore supported largely by farmers and are in part farmers' schools. A text-book in Agriculture has been approved by the State Text-book Commission.

Any standard high-school subject may be selected optional with Latin in the third year. Some schools may be equipped for offering two years of business, and in that case Agriculture will appear in the third year as optional with Latin. Where the teaching force is larger, or where local conditions are favorable, German may be offered. Alternation of subjects is suggested where it is necessary to reduce the number of classes.





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